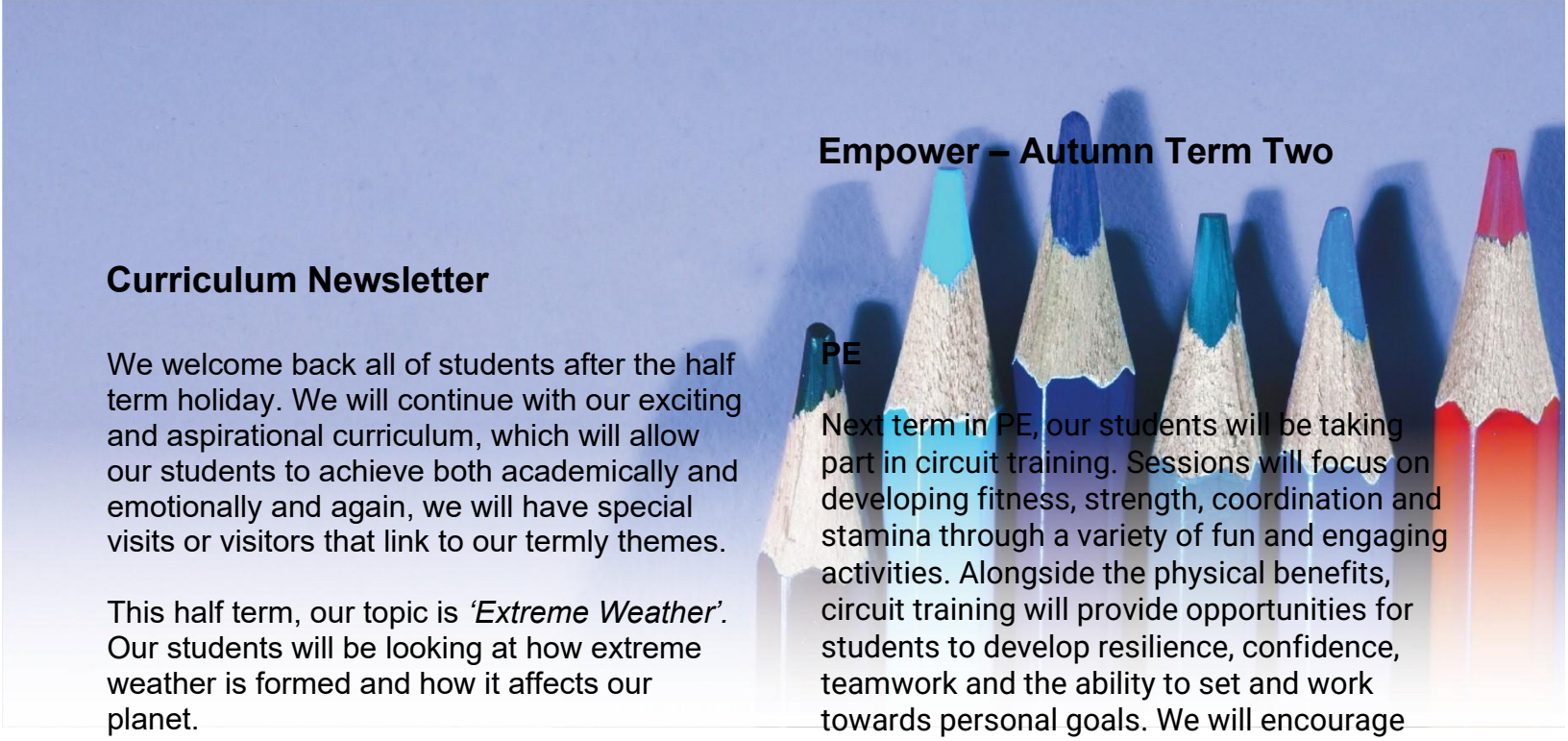


Empower – Autumn Term Two

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. Rights and Responsibilities	I can explain what the European Convention on Human Rights is and why it was created I can explain how the Human Rights Act celebrates difference I can debate and evaluate whether all people deserve human rights and give reasons for my opinion
2. Multicultural Society	I can explain what a multicultural society is

English

This half term, pupils will focus on using speech in their writing and creating pieces of writing based on our topic Extreme Earth.

Our class novel is **The Weather Weaver** by **Tamsin Mori**

Text Structure

- Use story maps; recognise 5-part stories.
- Non-fiction: headings, opening facts, simple sections,

Sentence Construction

- Statements, questions, exclamations.
- Simple and compound sentences with and/but/because/so.
- -ly openers.

Language Features

- More prepositions; common adjectives; alliteration; similes (as and like).
- Prefix un-; plurals (-s, -es); simple suffixes (helping/helped).

Punctuation

- Capitals for names + I, full stops, ?, !, speech bubbles, bullet points.

Targets at Entry level 2:

- 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.

Text Structure

- Paragraphs for each story part; extended openings and endings.

	I can consider the benefits of multi-cultural societies I can appreciate the differing views and opinions of individuals
3. Equality: What does it mean in the UK?	I can define what equality is I can give examples of disabilities including hidden disabilities I can give some consequences of not adhering to the Equality Act
4. Challenging inequality	I can identify individuals and groups that may experience inequality I can list some organisations that campaign for greater equality I can describe how some groups and individuals' campaign for equality
5. Power in relationships	I can identify the misuse of power in relationships I know the difference between being empowered and disempowered I can give examples of the physical and mental consequences of misuse of power in relationships
6. Assessment	I can recall basic facts about the healthcare system in the UK I can explain what a GP is and how to access one I can compare the healthcare system in the UK to the USA

- Non-fiction: paragraphs with topic sentences; grouped ideas.

Sentence Construction

- Adverb and adverbial phrase starters (fronted adverbials).
- Expanded complex sentences with subordinating conjunctions; relative clauses.

Language Features

- Prepositional phrases; powerful verbs; technical vocabulary; boastful language.

Punctuation

- Inverted commas for speech; commas after fronted adverbials; colon before a list; ellipses.

Targets at Entry level 3:

- 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

Text Structure

- Independent planning; cohesive paragraphs; flashbacks allowed.
- Stories may start at any part of the structure.
- Sentence reshaping for effect; rhetorical questions.

Sentence Construction

- Full range of complex sentences with relative clauses; advanced starters (-ed, adverbials).

Language Features

- Metaphor, personification, onomatopoeia; technical vocabulary.

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:

- What physical and human factors cause flooding?
- Why are some people and places more vulnerable to flooding than others?
- How have floods influenced people and societies throughout history?
- How do beliefs and values influence how people respond to floods?
- How can communities reduce the impacts of flooding?
- How does flooding affect people and places today and in the future?

- Convert adjectives/nouns into verbs (-ise, -ify); prefixes dis-/mis-/over-/re-.

Punctuation

- Parenthesis (brackets, dashes); colons; commas for clarity.

Maths

This half-term in Maths we are covering the topics of fractions, decimals and percentages.

Targets at Entry level 3:

- Add and subtract decimals in context i.e. money, mensuration, etc.
- Recognise equivalent fractions, including fractional quantities greater than 1. Understand and use mixed fraction and vulgar ('top heavy') fraction notation.
- Calculate thirds, quarters, fifths and tenths of quantities where the answer is an integer. Use fractions in context.
- Order decimals and fractions.
- Recognise equivalent fraction, decimal and percentage notation.
- Understand that 1% is equivalent to dividing by 100.
- Find 1%, 25%, 50% for three-digit numbers, limited to results which are whole number answers. Find other percentage quantities by combining results.
- Understand and use place value to order 2 significant figure integer numbers up to 1000 e.g. 580, 120, 91.
- Understand and use place value to order numbers given to 2 decimal places. Use decimal values in real life contexts i.e. money.
- Perform simple calculations where the units of the quantities are whole numbers of thousands or millions.
- Round numbers to the nearest whole multiple of ten. Use approximate values to obtain an estimation.
- Approximate the cost of a list of multiple items to determine if purchases can be made within a stated budget.

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

- Know and use multiplication of whole numbers up to 12 × 12, and use this knowledge in multiplication and division problems.
- Multiply a whole number by 10. Recognise when any number will give a whole number when divided by 10.
- Understand the index notation for squared and cubed and be able to calculate the results of squared and cubed powers on the numbers 1–5 and 10

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 a 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.

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:

- Meteorologist – studies weather patterns and predicts extreme weather events. (Humanities/Science)
- Climate Scientist – research climate change and its impact on the planet. (Science)
- Environmental Scientist – investigates environmental issues such as pollution, flooding and habitat loss. (Science/Humanities)
- Flood Risk Engineer – designs flood defences and helps communities reduce flood risks. (Humanities)
- Civil Engineer – plans and builds infrastructure such as bridges, drainage systems and flood protection schemes. (Humanities/Maths)
- Conservation Officer – protects habitats, wildlife and natural environments. (Science/Outdoor Learning)
- Ecologist – studies ecosystems, biomes and the relationships between living things and their environments. (Science)
- Park Ranger or Forestry Worker – manages woodlands and outdoor spaces such as The Hive and Epping Forest. (Outdoor Learning)



- Horticulturist or Gardener – grows plants, fruit and vegetables and manages green spaces. (Seed to Plate Curriculum)
- Chef – prepares meals using fresh ingredients and locally grown produce. (Seed to Plate Curriculum)
- Graphic Designer – creates logos, branding and visual communications. (Skills Builder Project)
- 3D Design Technician – uses computer software and 3D printers to create products and prototypes. (Skills Builder Project)
- Product Designer – designs new products and develops creative solutions to problems. (Skills Builder)
- DJ or Music Producer – creates, mixes and performs music using digital technology. (Expressive Arts)