# Class Inspire – 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

Our class novel is Escape from Pompeii

**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 |
|---|---|
| **Rights and Responsibilities** | I can explain what the European Convention on Human Rights is and why it was created |
| **Multicultural Society** | I can explain what a multicultural society is |
| **Equality: What does it mean in the UK?** | I can define what equality is |
| **Challenging inequality** | I can identify individuals and groups that may experience inequality |
| **Power in relationships** | I can identify the misuse of power in relationships |

Christina Balit

**Targets at Entry level 1:**

- 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

**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.

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?
- How do people manage and reduce flood risks?
- How does flooding affect people and places?

**Science**

**Text Structure**

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

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

- Metaphor, personification, onomatopoeia; technical vocabulary.
- 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.

**Targets at Entry Level:**

**Entry level 2:**

- Give a number that is 0.1 more or less than a single-digit number including where a zero may not be given after the decimal point i.e. 8 – 0.1 = 7.9.
- Recognise that two halves, four quarters or ten tenths make one whole and that five tenths and one half are equivalent. Represent equivalence in diagrams.
- Calculate one half, one quarter or one tenth of a quantity, where the answer is an integer.
- Order single-digit decimals.
- Understand that 10% is equivalent to dividing by ten.
- Find 50%, 25% and 10% of two-digit numbers, limited to results which are whole number answers.
- Understand and use place value to order 1 significant figure integer numbers up to 1000 e.g. order 400, 7, 50
- Perform simple calculations where the units of the quantities are whole numbers of hundreds.
- Round numbers less than 100 to the nearest ten or whole number. Estimate totals using rounded values.
- Estimate approximate total cost and expected change for a number of items (no more than ten) to be bought.

essential tool we use to help our students' emotional regulation and emotional language.

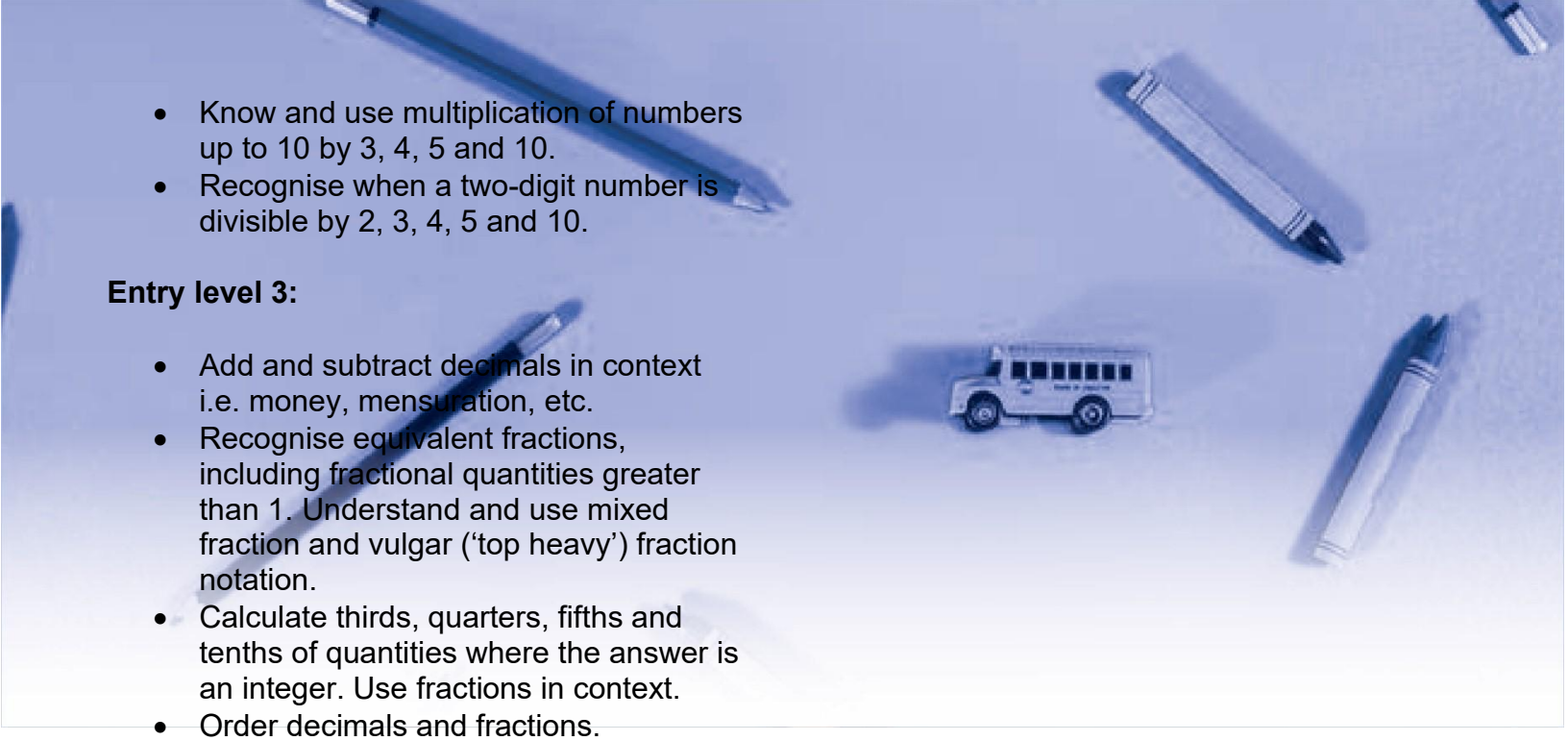
Our students will also be engaging in The Six Core Strengths Curriculum, designed to help their mental wellbeing.

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:

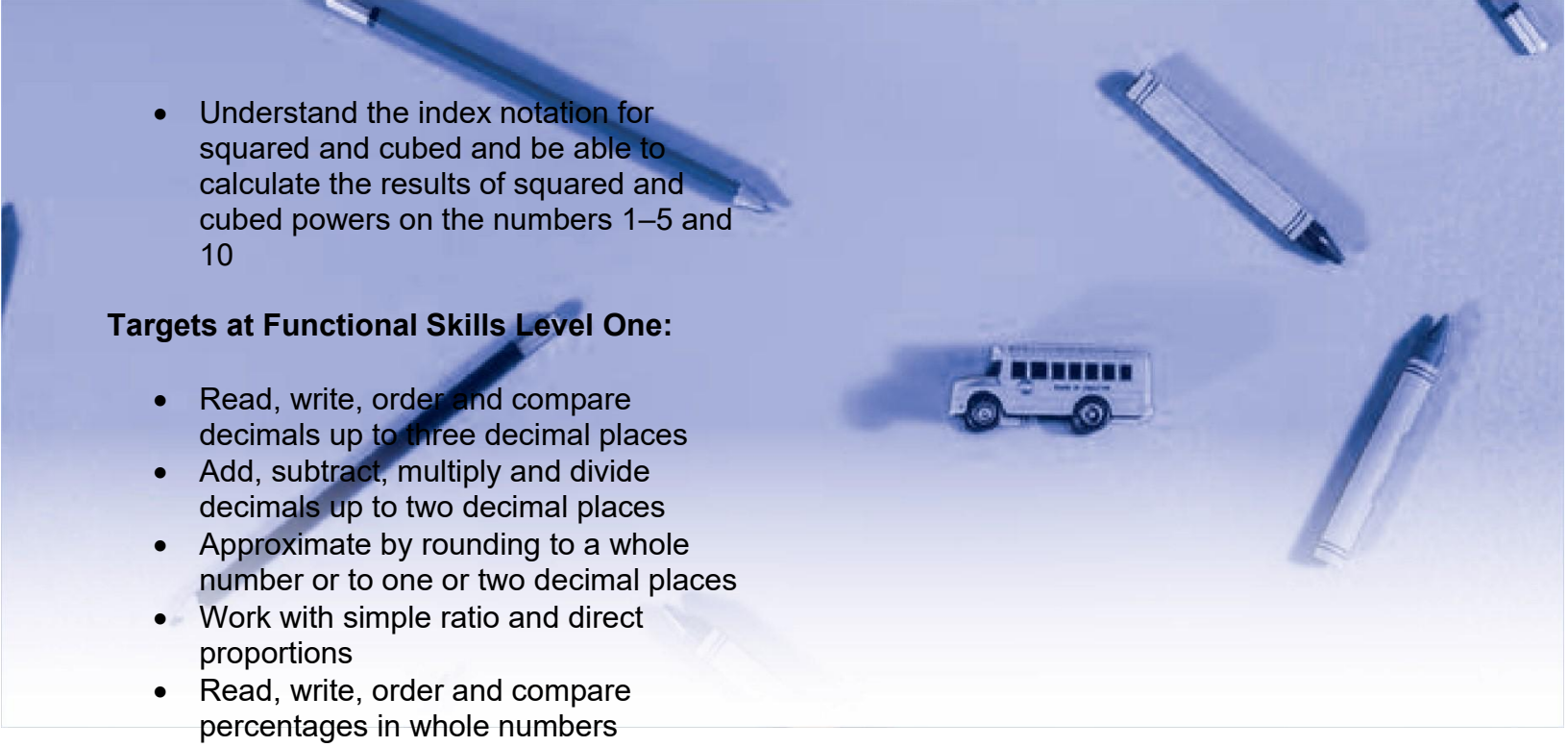
- Meteorologist – Studies weather and rainfall patterns.
- Environment Agency Officer – Helps manage flood risks.
- Civil Engineer – Designs flood defences and barriers.
- Emergency Services Worker – Helps people during emergencies.
- Charity Worker – Supports communities affected by floods.
- Geographer – Studies flooding and its impacts on people and places.
- Hydrologist – Studies the movement and distribution of water.
- Flood Risk Manager – Assesses and reduces flood hazards.
- Emergency Planner – Prepares communities for disasters.
- Environmental Scientist – Investigates environmental impacts of flooding.
- Humanitarian Aid Worker – Supports communities affected by natural disasters
- Environmentalist- a person who studies, cares for, or actively advocates to protect the natural environment from human damage, pollution, and climate change.



- Know and use multiplication of numbers up to 10 by 3, 4, 5 and 10.
- Recognise when a two-digit number is divisible by 2, 3, 4, 5 and 10.

**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.
- 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

