

10US
Curriculum Newsletter
Spring Term 2020



Our Values...

Welcoming Teamwork
Friendship Trust
Independence Fun!

The development of the **curriculum** is the **whole school focus** for this year.

The teaching of **reading** will also continue to be a focus throughout the year.

The teaching of **Maths** will be the focus during this Spring term.

Our class theme for this term is '**My Feelings**'.

Topic:
My Feelings

Early Communication Skills

Pupils will join a fictional character, who goes on adventures finding out about different types of families, sharing examples of everyday situations people experiences within the family unit, and how a family helps to create a sense of belonging. A familiar song will be played, "We are family" and the fictional character and children will explore the feelings and emotions that can be associated with a family unit, exploring feeling 'sad' and 'happy'.

Pupils individual targets will be worked on through the use of switches, opportunities to express choice and experiences that rely on the senses of touch, smell, sight and sound. Support will be given to develop the ability to respond to others, to communicate for a variety of purposes and recognise and obtain information.

Whole class sensory story sessions:

This term's story, "The Things I love About Family, themed around the topic 'My Feelings', will provide opportunities to celebrate everyday situations from their own experiences.

The story will include:

Opportunities for Story Sharing, building resilience and self esteem and exploring emotions.

Storytelling through use of sounds, objects and actions which pupils will be encouraged to explore, including: musical instruments, ribbons, light up toys, a sensory tray with hidden heart inside.

Early Thinking Skills

Messy Food Play:

Pupils will be encouraged to explore foods which have been chosen to link to our topic of My feelings, including the opportunity to experience tasting new tastes sensations.

Sensory exploration:

Themed around 'My feelings', incorporating the sense of sight, touch, smell, taste hearing and body. Pupils will listen to piece of music to signal the start of the session, (a hello song), Maroon 5's 'Memories'. In turn, they will look at themselves in a mirror to support their sense of belonging, and acquire a persistent self image. Then, the pupils' senses will be explored through the use of different materials, objects, food, cosmetics. A goodbye song will end the session, ('This is me').

ASDAN

'Transition Challenge' offers a learner-centred, activity-based curriculum that has been developed for learners aged 14–16 with SEND.

Pupils will undertake the sensory programme which offers a developmental perspective for learners with PMLD and rewards very small steps of learning and achievement.

There are four modules in the Sensory book: Communication and Interaction, Cognition, Physical, and Self-help and Independence.

Learners must complete at least five activities to achieve each module.

Early Motor Skills

Swimming:

Pupils will be encouraged to stand and walk whilst supported in the pool. They will also be held in positions that facilitate maintaining good head control.

Rebounding:

Pupils are given the opportunity to roll from side to side, stand supported on the trampoline and encouraged to reach out to touch the teachers hand or other objects. Weekly sessions on the trampoline to concentrate on muscle tone, balance, body awareness whilst having fun and expressing their feelings and choices.

MSR:

Pupils will be encouraged to reach out for objects in the room which are linked to our theme of 'My Feelings', whereby pupils will choose activities according to individual abilities. They will be supported to roll, walk with support, and supported to bench sit.

Hydrotherapy sessions will continue be on Tuesday afternoons; please remember to send swim kits in on this day.

Sensory Outdoor Activities

Pupils will experience weekly sessions in our outdoor 'Forest School' environment, with a qualified Leader. This session will continue to be on Monday mornings, so please ensure they have warm clothing during the colder months.

Music

In Music this term, pupils will experience ways music can be used to express contrasting moods and feelings. They will focus on 'change' through sounds, instrumental activities and movement work based upon a range of musical material depicting the six basic emotions of happy, sad, fear, anger, disgust and surprise.

Art

In Art this term pupils will be following the theme 'My Feelings' focusing on colour, pattern and texture. They will explore painting techniques and then begin working with different materials and textiles. Making choices is a major focus and being engaged in new, exciting experiences. This will include felt making and experiencing the sewing machine. Pupils will make their own bunting.

RE

Pupils will be encouraged to engage with sensory experiences linked to Wesak, Buddha's birthday and Vaisakhi, a festival which celebrates the founding of the Sikh community.

Pupils will experience listening to the sounds of chanting and prayer, take part in their own Nagar Kirtan procession with lots of singing, chanting and colourful clothes.

PSHE

Staff will encourage pupils to follow their personal well-being strategies in order to engage with a range of activities in class and help them to remain calm and focused during the school day.

Pupils will also be supported to work on their theme of 'My Feelings', in order to develop their ability to explore emotions in a range of environments and contexts during a range of activities.

ICT

Pupils will work on their individual thinking skills targets and Switch Progression. They will engage in Experiential ICT experiences which will encourage pupils to look, listen and respond to what is happening around them. They will have the opportunity to make something happen, as they develop an understanding that they can control the immediate environment.

How is my child's progress being recorded?

Each pupil works towards their individual targets, which are assessed on a weekly basis and recorded using the SOLAR framework, which includes video and photographic evidence, alongside teacher assessment.

Their overall progress is measured using the 'Routes for Learning' assessment framework.