

Birch Wood Area Special school  
**3JD Curriculum Information – Spring  
term 2020**



Dear Parents and Carers,

We want to share with you the topics and activities your child may be involved in over this term. We are looking forward to an exciting and busy term and we hope that the children will enjoy it.

### **My Communication**

Within this curriculum area we work on developing your child's communication and interaction skills. We encourage a total communication environment throughout the school day, using the methods most appropriate to the pupils. These include speech, Makaton, body signing, eye pointing, Eye Gaze, Picture Exchange Communication, use of symbols, Colourful Semantics, AAC devices (e.g. Talkers and switches) Songs of reference, Objects of Reference and smells of the day.

Our communication targets are based on each student's individual SALT and EHCP targets (with additional targets for any other conditions e.g. Visual Impairment, Hearing Impairment and ASD). These are worked on through the vehicle of our variety of topics that change each term (see below). Other activities linked to the topics include art, role play, music, and singing, Story Massage, Intensive Interaction, Tac- Pac and Write Dance. Our literacy topic is explored through sensory stories with props, smells and music and movement to engage the children. Students work in small groups on their communication targets and on a one to one basis on their individual targets.

### **My Thinking**

These sessions are delivered through the use of activities that help to develop your child's engagement and thinking skills. These are loosely based on our current topics to provide a broad and balanced curriculum.

Sessions include Sensology (activities designed to: awaken the senses, help them to make choices and decisions, begin to develop preference and begin to gain an understanding of the world around them), multi-sensory room cause and effect activities (using equipment such as the colour changing cube, interactive floor mat), The Fun with Food Programme to promote tolerating a wider range of foods, Eye Gaze, switch toy work, cause and effect games on the interactive whiteboard and programmable Beebots.

Some pupils will work in small groups to carry out activities related to number, space, shape and measure along with one to one work. These involve number songs, sensory and interactive activities designed to engage and motivate your child.

### **My Movement**

Students have weekly sessions of MATP (Motor Activity Training Programme) during PE along with hydrotherapy and Rebound therapy. This is based on individual targets designed to build on your child's physical development skills. We also include sensori-motor activities throughout the curriculum on various themes. These activities encourage sensory integration.

Students have regular breaks outside throughout the day according to their needs and benefit from fresh air, moving around, using playground equipment including the swings, roundabout, trampoline and trim track circuits (if appropriate).

Students who have a physiotherapy programme will work on these targets as outlined in their programme. We will follow the physio therapy activities and postural management programmes as prescribed by physiotherapists and occupational therapists. Music and movement is also used across the curriculum including songs of reference and topic related songs. The hydrotherapy pool is used twice weekly for movement, enjoyment and communication activities.

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**Myself**

We use any available opportunity to encourage independence skills according to each child's ability. Where appropriate some students with ASD are taught using the TEACCH programme, this is a visual and structured teaching approach to learning. These students have work stations, which encourage independence, choice making and communications skills. Some students also use PECS to make requests, communicate choices and respond to questions). Students have communication folders and use symbols or words to build sentences. They are encouraged to request the toilet when it is needed and to cooperate with their personal care routine including working towards being toilet trained where appropriate. Some students are able to request and select their own snack and to tidy things away afterwards. Students are regularly involved in different personal care activities such as teeth brushing, getting dressed, brushing our hair or washing our hands. Students with physical difficulties are supported to cooperate with their routine and to make simple choices.

Topics:

<b>Knowledge of the world around us: exploring materials</b>	During our 'Fun with Food' programme students will experience the smells, tastes and different textures of food to support the progress of those who are at a pre-feeding stage or who have food aversion needs. This will move from dry to increasingly moist foods. Other activities will include the sensory experience of different processes and everyday materials.
<b>People everywhere: homes and where live</b>	This will involve art and craft activities that help to encourage the development of fine motor skills e.g. making houses out of different materials, growing plants for our garden and theme based sensory stories and songs.
<b>Personal and social activities</b>	This will involve foot and hand massages, keeping clean and playing and sharing activities with friends.
<b>Literacy Story</b>	Sensory stories and themes from 'Tom's Midnight Garden'. 'The Three Little Pigs'.

**Things that you could do at home:**

Encourage signing perhaps beginning with 'hello', 'goodbye', 'more', 'finish' and 'thank you'. If you are unsure of any signs please visit the Makaton website address below. Use cause and effect games on an iPad or tablet such as Switcher (see below). Intensive interaction sessions are great at promoting enjoyment of interaction and communication (please ask if you are interested and we can signpost you to resources). Play games and sing songs that encourage your child to anticipate and share attention with you. Use a wide variety of materials to make marks with hands or tools, e.g. with play dough or marks in flour. Encourage your child to notice changes in the environment e.g. lights, sounds and the textures of different materials.

Here are a few website that may help to support your child's learning:

[www.makaton.org](http://www.makaton.org) Switcher programme - [www.ianbean.co.uk](http://www.ianbean.co.uk)  
[www.helpkidzlearn.com](http://www.helpkidzlearn.com), [www.cbeebies.co.uk](http://www.cbeebies.co.uk), [www.bbc.co.uk/schools](http://www.bbc.co.uk/schools), [www.senictsoftware.com](http://www.senictsoftware.com).  
[www.priorywoods.middlesbrough.sch.uk/page/?title=resources&pid=3](http://www.priorywoods.middlesbrough.sch.uk/page/?title=resources&pid=3)