

'Where a love of learning grows'



Birch Wood
School



Birch Wood
Vale School

Welcome to Birch Wood School

Key Stage 2

2LC - Curriculum Offer

Where a love of learning grows

Birch Wood Key Stage 2 - 2LC Guide

In 2LC we offer a programme of study based on the National Curriculum which is adapted to suit the needs of our students. All work is differentiated and tailored to enable each student to progress. We aim to aid our pupils in becoming well-rounded individuals who possess transferable skills, which will assist them throughout and beyond their school career. We place emphasis on growth mindset skills such as independence, resilience, critical thinking, self-reflection, review and collaboration. Through the teaching of these skills we are able to address our students' social, emotional and mental health needs in line with their Education Health & Care Plans and also to allow them to better access the curriculum.

In each lesson our students work towards a reward system based upon their ability to approach tasks with a positive attitude, to listen attentively, complete the work set and meet an agreed personal target. Personal targets are set collaboratively with our students and their parents and carers and work towards their EHCP outcomes. We provide opportunities for communication throughout our curriculum and daily routine. In class, we begin every day by watching a daily news summary, which the students then discuss. We find that this encourages our students to form their own opinions and to express their views. Alongside cross-curricular speaking opportunities, we also have a weekly communication session, which combines play, turn taking and communication skills. We eat lunch together in class, which we find builds strong relationships for work and play.

In 2LC, students read with adults daily. Firstly, a book set in line with students' phonic levels and then a book of their choice to encourage reading for pleasure. Literacy is taught twice weekly and phonics is taught, in isolation, three times weekly. We base topics on fiction and non-fiction books to allow for cross-curricular links, which solidify learning. For example, whilst reading Nelson's Dangerous Dive we learnt about recycling in PSHEC, wrote our own newspaper reports in literacy, which we recorded and green-screened in computing and headed up our own anti-single-use plastic campaign in our topic work.

We teach from a 'rolling programme', which ensures that students do not repeat topics. In Mathematics we cover number, shape, space and measure and build in problem solving and critical thinking. We aim to offer practical experiences as well as academic and we incorporate mathematical thinking into play, daily routine and other subjects such as science, design technology and food technology. Our assessment system is based upon subject mastery, which means that students are encouraged to learn and apply skills in various situations and contexts. Science is taught weekly and focuses on thinking scientifically by predicting, experimenting, recording and analysing results. This is done through a broad variety of topics across biology, physics and chemistry. Art and food technology are taught fortnightly, with the class splitting into two groups to experience both equally.

Our art programme is skills based, teaching students how to use a variety of media in different ways through craft projects plus artist studies and encourages self-expression. In food technology, we work in compliance with Healthy Schools criteria and we aim to teach our students life skills such as food preparation, food safety, meal planning, budgeting and shopping. We often use alternative ingredients either to lower fat and sugar content, to lower cost or to experience different foods. We provide a weekly PSHEC session, which enables us to meet our students EHCP outcomes and also to teach citizenship and social skills. PSHEC is based on topics such as recycling, friendship, e-safety or the value of money.

Mindfulness is taught once a week in 2LC and we aim to equip our students with the skills to self-regulate, to be aware of and to express their emotions and to find their own 'quiet' and calm. We teach mindful, yogic breathing and often use guided meditation. We explore our emotions using calm down bottles and 'Chirpy'. 'Chirpy' is an emotion scale, which is displayed in class and can be referred to at any time. We aim to explore the reasons for our feelings and we discuss these feelings as being fluid and changeable. This encourages our students to find ways of managing their emotions.

We swim weekly, whether through swimming lessons in the local leisure centre pool or sessions in our on-site hydrotherapy pool. The students are able to work towards distance and skills badges, build up their confidence in water and their awareness of water safety. As a school, we offer a multitude of therapies such as Lego therapy, pet therapy, rebound therapy and speech and language therapy. Students also have regular access to on-site soft play and multi-sensory rooms.



*A trip to Gates' Garden Centre
to film for the Christmas production*



Planting our mini sensory garden



Lego therapy



Kandinsky style circles to go with growth mindset book 'The Dot'

Making paperclips float in science

An education at Birch Wood School

ENABLES

Empowering students for independent lives

Nurture

Aspire & Achieve

Belonging

Love of learning grows

Engagement and interaction

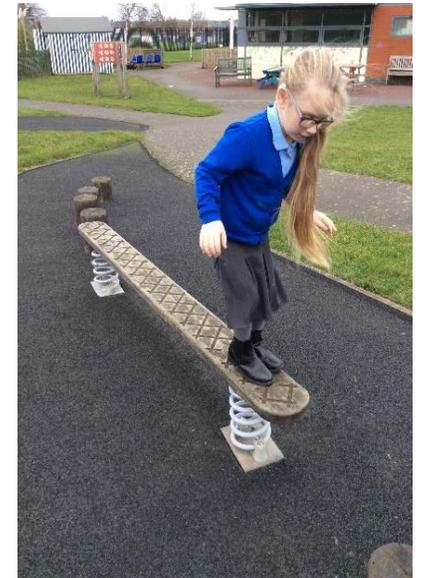
Safe and happy



*Making 'Trench Cake' for
The Centenary Remembrance*



Exploring forces in the playground



KS2 Curriculum



Morning



Afternoon

Monday Tuesday Wednesday Thursday Friday	English		Maths	Lunch time	Science	Topic
	English (Split lesson)		Swimming	Lunchtime	English (split lesson)	Mindfulness
	Communication	Phonics	Maths	Lunch time	Choir	Assembly
	Phonics		Maths	Lunch time	Personal, Social and Health Education and Citizenship	Topic
	Physical Education			Lunch time	Cooking/ Art	

Additional activities, therapies and support.

Individualised programmes for postural management

Incorporating Physiotherapy and Occupational therapy advice as appropriate

Total communication

Including AAC devices, Makaton, body signing, objects of reference, photographs and symbols.

Speech and Language sessions

Multi-sensory curriculum

Incorporating advice from the Hearing Impairment and Visual Impairment services

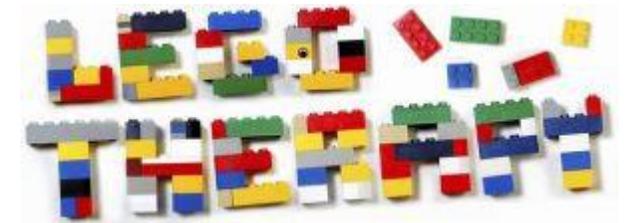
- ***Behaviour support***
- ***Preparation for adulthood***
- ***Sensory integration activities***

Support for Students with Autistic Spectrum Condition

TEACCH approach:	Structured teaching including physical organisation, daily schedule and work system as appropriate.
Visually structured tasks	e.g. objects, photographs and symbols
Social Interaction	e.g. turn taking, joint attention, collaboration and sharing
Autism Friendly Environment	e.g. Visual timetables, distraction free environment, communication aids readily available

Additional activities, therapies and support

- Multisensory room activities
- Community visits and off-site activities
- Soft play
- Play Therapy
- Lego Therapy
- Pet Therapy
- Music Therapy
- Communication Support
- Hydro Therapy Pool



Key People

- **Head Teacher** – Rosalind Hopkins
- **Deputy Head**- Tom Smith
- **Assistant Head**- Amy Dunstan
- **Assistant Head**- Tom Bradley-Hewell
- **Assistant Head**- Claire Wood
- **School Business Manager** – Renee Downing
- **Learning Mentor**- Lucy Robson
- **Family Support Link Worker**- Sarah Aldridge
- **Health and Wellbeing Officer** - Alison Kowal
- **School Nurse** - Jacqui Warrington
- **Educational Psychologist**- Willem Van Royen
- **Communication Lead** – Sarah Wilson
- **Lou Bedder** - Office Manager and PA to Head Teacher