



Dear parents and carers,

Welcome back and I hope you all have a restful holiday together. We are all so excited about welcoming back all the students and giving the students some new and exciting learning opportunities, this term.

This term we will continue working on a mixture of Independence and Preparation for Adulthood skills. We will do this though our links with the local community, with our weekly trips out, cooking for life skills and our careers links. We aim to support our young people to make the choices about their next steps in their learning journey though visits to Colleges and making links in AIM sessions in our lesson times.

We will continue cooking on a weekly basis, going into the local community buying our ingredients and cooking our entire meal, each Wednesday. The recipes will be sent home on a termly basis to practice at home. We will also be accessing the local community, continuing our travel training, going to the local Library and accessing the café.

I have put this curriculum newsletter together, to share with you the topics and units of work that are being covered by The Lodge this term. This will give you the additional information needed to talk to your young person about their lessons. We are looking forward to an exciting and busy term and we hope that the students will enjoy it.

Our topics and themes this term will be:

<p>Summer Term 1</p>	<p>We will begin this half term with sessions on Story sharing so that the young people can share the stories that matter to them from the break off school.</p> <p>This term we will be working on what is a CV -Curriculum Vitae? What it stands for? What else does it include? When would you use a C.V.? What could you include on a school C.V? We will write our own CVs relating to our education, working experiences, skills and qualities.</p> <p>We will then Identify features of a letter and compare formal and informal letters.</p>
<p>Summer Term 2</p>	<p>We will begin this half term with sessions on Story sharing so that the young people can share the stories that matter to them from the break off school.</p> <p>This half term we will be working on identifying features of non-fiction texts. To ask the young people, what a question is. To identify sentences from an information text. To use a dictionary. To write a caption. To describe my favourite toy. To describe an old toy. To write an information page.</p> <p>To find information about a chosen college in my locality. To present information in a non-chronological report using the main features of the text. To present this information in a short 5-minute presentation for the class.</p>

Your young person is following the Independence curriculum. The Independence Curriculum offers a level of personalisation but includes more discrete subject teaching in areas such as Literacy, Maths and AIM awards. Your young person is baselined using the Bridge method of assessment. This method breaks down the Mastery tasks further, allowing me to set targets based on each individual young person's EHCP, along with Maths, English, PSHE and Enrichment opportunities. If you would like further information about Bridge assessment in school, please drop me an email. You can find this at the end of my newsletter.

My Communication – Reading, Literacy and Phonics

Our young people this term will continue to come into school and start their reading and practise writing their home address, or do some handwriting practice as a beginning morning transition activity. The students are really good at getting out their own belongings and equipment, many are needing less prompts in the morning. We will have a focus book this term and that will be *The Curious Incident of the Dog in the Night time* by Mark Haddon. In the second part of this term we will be focusing on the book *The Adventures of Sherlock Holmes*. We will be using a range of methods to support our young people learn the story, such as role play, class discussions, listening to the story and answering who, what, where and when questions.

We will also continue Story sharing activities, where the students can tell their stories from their memory with staff supporting them. Story sharing enables children and adults with communication difficulties to remember and share their own stories of everyday life. It enables our young people to have a voice, say how they are, make sense of things that happen to them and focus on what they can do. We use various mediums to re-tell our stories to support us, such as: Painting, drawing and at times writing them down, as a prompt to retell the story.

My Thinking - Maths and Science

In Maths this term we will be focussing on:

Summer 1- Geometry Module

- 2D Shapes
- Compare, add/subtract and measure mass using apparatus (kg/g)
- Measures
- Compare, add/subtract and measure volume/capacity using apparatus (Litres/ml)
- Compare and order Length/height (cm/m)
- To describe the weight of an object that they are holding
- To find out which container holds the most
- To pick out described shapes from a collection [for example, picking out all the round shapes in the classroom.
- To find quantities, for example, using the words 'heavy' and 'light', 'more' and 'less'.

My Movement - PE

Term 1

Tennis Competence; Confidence, Striking and Fielding.

Creativity; communication; challenge; competence.

Term 2

Athletics/ HRF Challenge.

Striking and Fielding Creativity; communication; challenge; competence.

Myself - PSHE

This half term -Summer 1 we will be given opportunities to prepare for the transition to adult life. We will be focussing on discussions about:

- a wide range of personal relationships and their significance.
- to know where to obtain help and understand some ways of dealing with situations of risk and be aware of the availability and methods of birth control.
- recognise that the body is continually changing.
- learn about personal violation of the body.
- learn where to get family planning advice.
- Be aware of different birth control methods.

In Summer 2 we will focusing on discussions surrounding:

- How to encounter many different forms of the media.
- learn about dissemination of information in today's society
- discover how one story is covered in different ways by a variety of agencies.
- Students will understand that pornography can show a stereotypical portrayal of relationships, bodies, gender and sex.
- Students will discuss and develop strategies for resisting pressure to view pornography.
- Students will know where they can go to find reliable information about sex and relationships.



The block of work on the media, Pornography and self esteem comes directly from childnet.com. Please click on the hyperlink below for more details on the lessons and the discussions that will be happening in class on this topic.

<https://www.childnet.com/resources/pshe-toolkit/myth-vs-reality/online-pornography/>

We will be working as a whole group and individually at times. We use a range of teaching methods and resources from the Northern Ireland Curriculum and newly from the sex factor. If you would like to talk to me about any of the issues covered in class, I am free at the end of the teaching day. Please drop me an email and I am happy to discuss the curriculum with you.

My Enrichment

We will continue working on AIM awards and this term we will be focussing on completing the Household Shopping and Washing our clothes in Aim awards – students will be working on AIM awards towards a Certificate or a Diploma in Independent Living, Looking after yourself and your home. Entry Level 2. Moving Together will be continuing on a weekly basis working on weekly routines, keeping fit and working on a performance for the end of the year.

We will be continuing the local community visits as a class, accessing local interest community groups, and going shopping to the local supermarket and cooking our entire meal on a Wednesday. We will also be continuing to attend in the local community on a Friday morning, with a visit to the Library a local coffee shop for a drink and a healthy snack. Within these sessions, we will be practising skills role-played in class. These skills include using money, making choices, being independent, reading and decoding text and symbols in the community, communication skills and learning about appropriate behaviour when in public. Please continue to send in a £5.00 on a Thursday morning for our community visit in a named purse/wallet. The change and receipt will remain in the purse/ wallet for you to check at home.

Art - This year we will be receiving Art lessons, delivered by myself and set by a qualified secondary Art Teacher. I will be delivering Art on a weekly basis. If there is enough interest a B-Tec in Art made be available for selected students to work towards.

Electric Umbrella- will continue on a Wednesday afternoon. This is a music and movement group for young adults with special needs, it is fully inclusive and is co-run by disabled young people. This is a group that we joined in lockdown and have so much fun connecting to special schools all around the country. I will send out a permission slip to ask if your child is allowed to be on camera. Drop me an email if you haven't already and you are happy for your young person to be on the screen. If you would like to find out more about this group – see the link <https://www.electricumbrella.co.uk>

Weekly Assembly- Singing Assembly

We will be continuing with a weekly collective assembly slot for students to access on various topics of interest. This will continue to be delivered remotely in classes with a pre-recorded video. We are also trialling a singing assembly for every fortnight to encourage a group collective place to celebrate events together and most of all to have fun.

Autism Progression Framework – we will begin to look at the 8 skills that will give us a baseline to work from. These skills are from the areas such as - Communication and Interaction, Social Understanding and Relationships, Sensory Processing, Interests routines and Processing, Independence and community participation, Healthy living, Learning and engagement, Emotional understanding and self-awareness. This will enable us to be more focussed on what specific skills sets that we need to continue to develop.

Things you could do at home

When you read to your child or do any activity, encourage them to talk about what they are doing/what is happening/what they understand.

Helping with household jobs

Helping with the shopping and cooking

Making choices

Thinking about how you can help other people

In Post 16, we aim for your young person to have new and exciting opportunities, gaining readiness for their next learning journey, beyond Birch Wood School. If you are unsure about anything in the Independence curriculum on offer then please email me on aduc@birchwoodschool.co.uk.

I am always pleased to help you with any questions you may have about your child. Many thanks and we all look forward to an exciting term.

Charlotte Adu – Post 16 Class Teacher