



Dear Parents and Carers,

I hope you have had a lovely summer break, and had opportunities to both relax and enjoy some quality family time. I would like to take this opportunity to welcome your child back to school and share with you the topics and units of work being covered throughout the Autumn term. I am looking forward to an exciting term as we merge together to become 'The Nook', and I hope that the students will continue to develop their love of learning.

As communicated already, we start this Autumn Term with a strong class team, with myself as the class lead, joined by Rob Peet as the STA. We have Debbie with us full time as an LSA, joined by Michelle Monday to Wednesday and Frances Thursdays and Fridays to support and nurture the students in The Nook as they progress through their academic and therapeutic studies.

In addition to the subject specific curriculum shared below, we will also continue to work towards individualised targets linked to students' Educational Health Care Plans. As a class team we want to ensure the students have additional opportunities to learn and develop as a person, and therefore we will be looking at organising work experience opportunities to allow the students to gain confidence and life skills outside of the classroom.

Our class are following the Aspire Pathway. This means they are learning subject specific content which is personalised to their strengths and needs. The table below gives an outline of topics, content, knowledge and skills that we will be looking at over the next term. In addition to this, and dependent on individual need, the pupils in our class also have access to various therapies in conjunction with their EHCP targets.

Maths	
Autumn Term 1	Autumn Term 2
<i>GCSE Students:</i> <b>Statistics and Probability</b> <i>Entry Level Students:</i> <b>Statistics and Number</b>	<i>GCSE Students:</i> <b>Enterprise: Rickshaw Challenge</b> <b>Algebra and Ratio</b> <i>Entry Level Students:</i> <b>Enterprise: Rickshaw Challenge</b> <b>Money and Time</b>
English	
Autumn Term 1	Autumn Term 2
Entry Level – Component 1 'Music' or equivalent 20 <sup>th</sup> Century reading linked to 'Music' unit  (Possibly ASDAN course depending on students' needs - TBC)	Entry Level – Component 1 'Holidays' or equivalent 19 <sup>th</sup> and 21 <sup>st</sup> Century reading linked to 'Holidays' unit
PSHE	
Autumn Term 1	Autumn Term 2
<ul style="list-style-type: none"> <li>• Preparing for adult life</li> <li>• Skills for employment</li> <li>• Role models</li> <li>• Equality</li> <li>• Sexism</li> </ul>	<ul style="list-style-type: none"> <li>• Different types of families</li> <li>• Parenting skills and family life</li> <li>• Same sex relationships</li> <li>• Tensions between parents and teenagers</li> <li>• Divorce</li> </ul>
Reading	
Autumn Term 1	Autumn Term 2

Students will access a range of reading materials appropriate to their individual level, to help them develop their reading, comprehension and inference skills. These sessions will include phonics where appropriate, book level reading books, reading for pleasure and non-fiction reading related to current affairs.

**Science**

**Autumn Term 1**

Magnetism  
Waves

**Autumn Term 2**

Rates of Reaction  
Mock Exams 1

**ICT**

**Autumn Term 1**

**ASDAN – Towards Independence -  
Using Computer Technology**  
Section A – Know your computer  
Section B – Running a program or app  
Section C – Writing  
Section D – Photo editing and graphics

**Autumn Term 2**

**ASDAN – Towards Independence -  
Using Computer Technology**  
Section A – Know your computer  
Section B – Running a program or app  
Section C – Writing  
Section D – Photo editing and graphics

**PE**

**Autumn Term 1**

**Functional Movement  
(Team Building or HRF)**

Initial movement assessment made by teacher.  
Establishing rules and routines.  
Teaching Fundamental movement and communication skills.

**Functional Movement  
(Indoor Athletics Prep)**

Teaching Fundamental movement skills (e.g. movement through space, jump, throw, balance and co-ordination)  
Further establishing rules and routines  
Development of co-operational play.

**Autumn Term 2**

**Invasion Games/ Kinball**

Ball skills (Throwing, catching, kicking etc).  
Negotiating space, game tactics and embedding rules.  
Developing communication for team games (this may still be with adults).

**Religious Education**

**Autumn Term 1**

**ASDAN Beliefs and Values  
Module 4: Peace and conflict**

To develop an understanding of the value of peace in society and the impact of conflict. It provides opportunities to learn about issues such as the role of the armed forces, pacifism and weapons of mass destruction. Explore religious views. What do these religions say about peace and conflict?

**Autumn Term 2**

**Option: Sport and Recreation**

**Autumn Term 1**

**BTEC Award**

**Unit SP5 – How the body works**

- A. Carry out tests to measure the effects of exercise on the body
- B. Manage information and communicate test results.

**A2 – Creating a personal progression plan**

- A. Explore the skills and behaviours needed to meet personal progression goal
- B. Produce a progression plan to meet intended progression goal.

**BTEC Certificate**

**Unit SP5 – How the body works**

- A. Carry out tests to measure the effects of exercise on the body
- B. Manage information and communicate test results.

**A1 – Being Organised**

- A. Explore techniques to improve own organisational skills
- B. Review the use of techniques to improve own organisational skills.



Option: Hospitality	
Autumn Term 1	Autumn Term 2
Introduction to hospitality and units involved	Discuss Unit 1 –Personal Progression Plan Researching next step opportunities towards a goal Identifying own skills and strengths Continue to develop independent cooking skills
Option: Art BTEC Level 1 Award	
Autumn Term 1	Autumn Term 2
<b>A2: Developing a Personal progression plan</b> Students will find out about progression opportunities (for example): Students will set a progression goal Students will work on identifying the skills and behaviours needed to meet progression goal Students will create a progression plan.	
Option: Art BTEC Level 1 Certificate	
Autumn Term 1	Autumn Term 2
<b>A1: Being Organised</b> Learners will practise skills and techniques to improve their organisation over a period of time before final assessment. To meet final assessment criteria learners will review own time-management and organisational skills through identifying: <ul style="list-style-type: none"> <li>o strengths and weaknesses of techniques used</li> <li>o why some techniques worked better than others</li> <li>o ways to improve own time management and organisation.</li> </ul>	
Option: Moving Together (Dance)	
Autumn Term 1	Autumn Term 2
Students will develop their practical skills by engaging in a variety of different dance styles. They have the chance to review events as an audience member, research artists that inspire them.	
Option: Photography	
Autumn Term 1	Autumn Term 2
<b><u>Year 1 learners: Introduction to the course and the camera</u></b> Skills based unit to introduce students to the basics of Photography, they should be able to apply this knowledge to future projects. Students will use this introductory project as a chance to begin their portfolio showcasing a basic knowledge of photography and the camera. They explore features of the DSLR camera and showcase their understanding through creative presentation of labelling a camera. They study the development of the camera over the years, and display this as a timeline in their portfolio. <b><u>Year 2 learners: Portfolio refinement – 60% of overall mark</u></b> Students are welcomed back to their second year of the GCSE, and have the opportunity to enhance their portfolio (worth 60% of overall mark) by responding to feedback and refining / completing outstanding work. This will be an opportunity to extend their alphabet project / macro project and include additional artists work or annotation. They will be able to increase their overall grade across all 4 assessment objectives throughout Autumn Term as they work back into their portfolio work.	

<b>Option: Drama</b>	
<b>Autumn Term 1</b>	<b>Autumn Term 2</b>
<p align="center"><b>BTEC Performing Arts Award – Level 1</b>            PA5: Using a stimulus for a performance.            Learners will develop their skills in using stimuli to create a performance. They will also develop skills in self-management and problem solving during the creative process.</p> <p align="center"><b>BTEC Performing Arts Certificate – Level 1</b>            PA11: Personal Preparation for Performance            Learners will develop their skills in preparing physically and technically in the run up to a performance. Learners will also develop skills in communication and using information.</p>	
<b>Option: Design</b>	
<b>Autumn Term 1</b>	<b>Autumn Term 2</b>
<b>Key Skills in Design: Graphic Techniques</b>	<b>Typography 3D Tag</b>

If you are unsure about anything, please email me on [boydj@birchwoodschool.co.uk](mailto:boydj@birchwoodschool.co.uk) . I am always happy to help you with any questions you may have about your child.

Thank you for your continued support,

Jeanette Boyd

The Nook class teacher  
 Curriculum Lead for Art and Design