



Dear parents and carers,

I would like to welcome you to the Goldfinches Summer Term Newsletter. During this term we have a range of activities for students to learn about, explore and participate in before summer. We are hoping to develop our communication and independence skills by taking weekly trips in to the community, this term we will be going to Tesco and hoping to go into Melton Town Centre.

This year we will primarily be following the Independence Curriculum pathway which covers five areas of learning which are listed below. All students will take part in sessions such as Story Massage, Attention Autism and Sensory Story.

Our themes this term will be:

<p><b>Summer Term 1</b></p>	<p style="text-align: center;"><b>You've Got a Friend in Me</b></p> <p>We will be looking at friendships and how to be a good friend in PSHE. We will focus on what a friend is, saying sorry and kindness. We will also participate in a Friend Dance Massage and friendship artwork.</p>
<p><b>Summer Term 2</b></p>	<p style="text-align: center;"><b>Where You Are</b></p> <p>Within our History topic we will be looking at local Melton history. We will be exploring where we live and landmarks around us by going on weekly trips and visiting Melton Town Centre.</p>

Our class are following a combination of Engagement and Independence Curricula. The overlap in pathways enables us to personalise the learning for the pupils in our class. The engagement pathway is an extremely pupil centred and individualised curriculum focusing on five key areas, incorporating essential therapies. The five key areas of the Engagement Curriculum are "My Communication", "My Thinking", "My Movement", "Myself" and "My Enrichment". The Independence Curriculum offers a similar level of personalisation but includes more discrete subject teaching in areas such as literacy, maths and science.

<p style="text-align: center;"><b>My Communication – Reading, Literacy and Phonics</b></p>
<p>The Goldfinches will continue to follow the Ruth Miskin phonics programme over the Summer Term. We will be following the order of sounds that are recommended and we will be completing a variety of activities linking to the focused individual sound. There will be opportunities to explore blending sounds together this term and making words from the sounds we already know. For students within the Goldfinches that have progressed within phonics we will continue to recap gaps in phonics knowledge and extend to reading comprehension. For students within the Goldfinches that are still at the beginning of their phonics journey, we will be joining with another class to engage in pre-phonics activities.</p> <p>Summer 1: During literacy the Goldfinches will be participating in drama to retell Jack and the Beanstalk. We will be breaking the story down into 7 parts and following different actions. The Goldfinches will also be predicting what may happen next throughout the story. This will include what might happen to the magic beans or be at the top of the beanstalk. There will be opportunities throughout the topic to participate in sensory activities which includes a Jack and the Beanstalk morning.</p>

Summer 2: During literacy the Goldfinches will be reading David Walliams – The Worst Pets. We will be linking this story to poetry about animals by imagining what it may be like to have one of the ‘Worst Pets’. The Goldfinches will complete their own poem at the end of the topic. We will be using the knowledge we learn in the Autumn Term to build our abilities to write poetry.

There are opportunities throughout Summer 1 and 2 to access sensory stories that link to the terms theme. These will focus on exploring each of the five senses with a variety of objects. Summer 1 will be Jack and the Beanstalk and Summer 2 will be The Worst Pets.

### **My Thinking - Maths and Science**

Summer 1: In Maths the Goldfinches are looking at Geometry and Measure. The Goldfinches will be exploring 2D and 3D shapes by ordering them, identifying them and naming their properties. The Goldfinches will also be using containers to compare weight and volume. The Goldfinches will use this knowledge to use and define prepositional language.

In Science, The Goldfinches will be exploring Metals, Non-metals, Acids and Alkalis. The Goldfinches will be identifying what metal is and their properties. They will use this to categorise different materials around the classroom. The Goldfinches will also categorise acids and alkalis and will explore how they are effected by each other.

Summer 2: In Maths, the Goldfinches are looking at Statistics and Data Handling. The Goldfinches will begin by extending the learning in Summer 1 by ordering objects and then using this to create categories. The Goldfinches will begin to create simple graphs and ask their peers questions to collect data.

In Science, the Goldfinches will be looking at Speed. The Goldfinches will be exploring which items move faster and completing an experiment to find out what effects speed. The Goldfinches will use this information to try to create the faster moving car.

### **My Movement - PE**

We will continue to have weekly PE sessions with our PE teacher James Collington to focus on PE targets and a variety of movement.

Summer 1's focus will be around striking & fielding games, so pupils will experience activities such as T-ball and Cricket. Through these sports, they should develop their striking ability, using bats/rackets, as well as their fielding skills, such as catching, throwing and positioning. There will also be rules and routines which they should be able to identify and apply for the differing sports.

Summer 2's focus will be on athletics, developing their overall abilities across the running, jumping and throwing disciplines, and getting them Sports Day ready.

There will be opportunities to attend rebound therapy and other therapies, in line with student's EHCPs.

### **Myself - PSHE**

Summer 1: In PSHE the Goldfinches will be looking at Friendships. The Goldfinches will explore what friendship means and how they can be good friends. This will focus on showing kindness to our friends and saying sorry when we are not. The Goldfinches will decide who their friends are and finish the topic with a ‘friendship party’ where we will socialise with our peers and practice the skills we have learnt.

Summer 2: In PSHE the Goldfinches will be looking at Family. We will touch on how babies grow and what helps care for babies, as well as who may be in our family. The Goldfinches will explore family stereotypes and begin to recognise that every family is different.

Birch Wood Area Special school  
**Class The Goldfinches**  
Summer 2024  
Curriculum Newsletter



### **My Enrichment**

This area encompasses lots of different motivating therapies, for example rebound therapy, music therapy, hydrotherapy and activities. We will take part in enrichment activities including rehearsing for assemblies, cooking and themed days. We plan to make weekly trips to shops (supermarkets and within the Town Centre) to help build confidence in the community and work towards independence.

### **Things you could do at home**

**My Communication:** Continue to give opportunities to read and look at words within context such as cooking recipes or letters.

**My Thinking:** Look at different objects around your home and identify what shapes they may be. Try defining these objects as big, small, heavy or light.

**Myself:** Remind students that families may look different and what makes your own family so special. Try completing family trees or picture albums of those close to you.

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

I am very much looking forward to working with you towards the end of the academic year and seeing the progress we can continue to make.

Daisy Palmer  
Class Teacher