



Dear Parents and Carers,

Welcome to the spring term newsletter for the Lodge.

It is wonderful to welcome students back after what's clearly been a fantastic and fun-filled Christmas.

I would like to share with you the topics and units of work being covered throughout the spring term. I am looking forward to our new and exciting topics.

The Post 16 Lodge class students are on the Independence and Aspire pathway. This curriculum offers a personalised approach, including subject teaching in areas such as literacy, math, and science. In addition, the class focuses on addressing the students' communication needs and developing their independence throughout the curriculum.

### My Communication – Reading and Literacy

#### Spring 1 English – ASDAN/Entry Level

ASDAN Communication students: module 1 – Students will explore ways of communicating including saying, showing choosing and making things.

ASDAN English students: module 1 (communicating with others) Students will develop communication skills and begin to share and reflect on answers,

Entry Level students: component 1 (charities, hobbies, holidays) Students will continue to develop and will begin to assess the reading, writing and communication skills that learners will need in their everyday lives,

#### Spring 2- Non-Fiction advertising

ASDAN Communication students: module 2 – Students will explore ways of communicating including saying, showing choosing and making things.

ASDAN English students: module 2 (communicating with others) Students will develop communication skills and begin to share and reflect on answers,

Entry Level students: component 1 (charities, hobbies, holidays) Students will continue to develop and will begin to assess the reading, writing and communication skills that learners will need in their everyday lives,

#### Reading

During tutor-based reading sessions, students will practice their reading and comprehension skills using various resources for nonfiction, reading for pleasure, and phonics. This will emphasise inference skills and decoding. Students also have weekly sessions on reading and phonics tailored to their levels.

#### Communication

All students will use topic vocabulary, signs and symbols, and Makaton, while some students will also use communication boards and word mats throughout their weekly curriculum. During Communication sessions, students will develop their initiation of social communication, attention, and listening. Group Communication sessions will begin after half term with SALT Therapist Steph Shuttlewood. Each day, we also lead a Good Morning routine session to work on communication skills and to help students settle into the school day.

## My Thinking - Maths

### Spring 1 Maths

#### Time/Fractions - ASDAN Numeracy and Entry level Numeracy

In this unit, students continue to develop on telling time and using a.m. and p.m. notation. Students will be exploring this with using bus timetables in the community. Students will build and partition shapes by combining two or more smaller shapes and relating the parts to the whole. This leads to interpreting equal shares of a whole as a fraction, as students name the equal parts halves, thirds, or fourths.

### Spring 2 Maths

#### Money - Money Handling skills ASDAN Numeracy and Entry Level Numeracy

Within this unit students will explore what money is - that money comes in different forms • how money is obtained (e.g. earned, won, borrowed, presents) • how people make choices about what to do with money, including spending and saving • the difference between needs and wants - that people may not always be able to have the things they want • how to keep money safe and the different ways of doing this.

## My Movement - PE

Students are working on developing their physical skills through health-related fitness activities. Through these activities, pupils will learn how their body responds to exercise, the benefits of exercise, and hopefully, how they can apply these to their lives outside of Birch Wood, developing their skills for independence.

Students will develop their skills in team games, such as rules of the game, working/turn-taking with others, and applying physical skills learnt in PE to differing activities.

## Myself - PSHE

### Spring 1 - Diversity and inclusion

Students will begin to explore communities how everyone is different. Students will share goals/characteristics of people around us and look at ways to find differences which makes us special as well as similarities/ Students will explore what diversity means with relation to ethnic, cultural and lifestyles.

### Spring 2 - Planning for the future

Students will begin to Explore future opportunities in regards to Post 19 options.

## My Enrichment ASDAN PSD

### Crafting Towards Independence

Students will begin to explore how to independently create and showcase some crafting skills. Students will begin to create their own projects and share these with peers. Students will be developing creative skills and following instructions as they progress.

### Humanities and R.E Towards Independence

Towards Independence provides a framework of activities to develop and accredit personal, social, work-related and independent living skills. Students will develop knowledge in Geography and develop geographical skills.

### Employability

Students will be completing an ASDAN Work Awareness course. Throughout the spring term, they will learn about the world of work and workplaces through a variety of class-based activities and internal work experience linked to transferable employability skills.



### **Towards Independence Community exploration – Travel training**

Independent travel training is tailored and practical elements to travel by public transport or by foot. It aims to help children and young people travel independently for future work or social and leisure activities.

### **Moving together showcase**

Throughout the programme, students will engage in activities designed to enhance their memory of movements, spatial understanding, and overall physical abilities. They will be instructed in a specific routine that incorporates these skills and will have the opportunity to showcase their progress at our annual show.

## **My Enrichment**

### **Cooking**

Practical sessions developing basic cooking skills. Developing knowledge of safety in the kitchen, cooking terms and equipment.

### **Post 16 Enterprise**

Students will be coming up with a business idea to raise money for Post 16. Students will start to explore business plans and ways to run a successful business. All the proceeds raised will go back into post 16 and enrichment. Students will look at ways to keep money safe, handling money and will continue to explore the community further.

### **Art - Still life Part 1 and 2**

Building on skills generated in Autumn Term, students in The Lodge will now explore using their knowledge of shape and mark making to create their own still life studies. The Lodge students will approach still life in an imaginative way while increasing their knowledge and experience of drawing materials. They can explore a still life through expressive mark making using a range of exciting media such as ink, 3D, oil pastels and collage.

### **Behaviour for learning - Rights and Responsibilities**

Students will identify our Rights as human beings and the responsibility that accompanies these rights. They will explore what rights people have and what responsibilities come with those rights. This scheme of work will explore: *British Values – Democracy, Rule of Law, Respect and Tolerance, Individual Liberty.*

### **Citizenship Towards Independence**

Students will be supported in developing a greater awareness of themselves (appearance, preferences, independence). Students will demonstrate the ability to make appropriate decisions about their actions and behaviours in line with community rules. Students will demonstrate knowledge of others and how to assist and help others in the community.

### **Music - Topic: Stomp (Rhythmic composition) *improvising and composing***

Students will begin to play patterns of sound with an awareness of pulse. Students will explore ways of responding to changes in repeated patterns by imitating the change. Students will be encouraged to create sounds with various different items around the classroom and will begin to plan their own tunes. Once the students have finalised their work they will have opportunities to share their work with other peers within the school.

## What you can do at home

**My Movement:** <https://www.youtube.com/c/CosmicKidsYoga>

Just dance, watch and copy different genres of dance.

**My Communication:** <https://www.electricumbrella.co.uk/> <https://www.leicestershire.gov.uk/popular-now/directories/information-and-support-directory/singing-cafe-melton>

**My Thinking:** Money recognition, adding up change, handling money in shops. Looking at clocks and telling the time, talking about what day is tomorrow.

If you are unsure about anything, please email me on [meadsj@birchwoodschool.co.uk](mailto:meadsj@birchwoodschool.co.uk) I am always happy to help you with any questions you may have about your young person. Thank you for all your support and I look forward to the next academic year.

Class Teacher

Jordan Meads