



January 2022

Dear Parents and Carers,

Welcome back, we hope you have had a lovely break. Here is our curriculum overview for the spring term. We are a mixed EYFS and KS1 group and the curriculum reflects this in that we draw themes from the KS1 adapted National Curriculum and deliver them through the EYFS areas of learning. For example, the theme 'Winter Sounds' is a science based National Curriculum topic. Whilst there will be a science focus, it will be delivered through EYFS based learning stations including activities related to Personal Social and Emotional development, Expressive Arts and Design, Understanding the World and Physical Development. All children follow these themes in the afternoon. Communication, Literacy and Maths are taught as distinct subjects in the morning alongside personalised learning goals related to EHCP's under the headings My Communication and My Thinking.

Our afternoon themes this term will be:

	During these themes pupils will;
Spring Term 1	<p>Winter sounds Experience a range of sounds through the use of available senses. Make and change sounds independently. Locate and identify different types of sound. Hear sounds in the environment including those that have special meaning.</p> <p>Where is The Bear Look for the bear and items hidden out of sight (Exploring in, on, under, next to). Understand that places are different within the classroom. Have knowledge of and understand that places are different within the school. Have knowledge of and understand that places are different in the outside community.</p> <p>Creation Stories Explore a creation story through all available senses and engage with nature. Learn about the idea of a creator and about the idea of creation. Explore how creation stories influence people's belief and behaviour.</p>
Spring Term 2	<p>Colours Learn colours and mix colours - create art works with mixed colours. Mix a range of secondary and tertiary colours, mix shades and tints. Decide if colours are warm or cool. Describe the work of a range of abstract artists.</p> <p>Homes and Buildings Explore textures and materials related to homes. Investigate buildings and some of the materials used in their construction Explore their ideas for their own room. Model their dream room</p> <p>Easter Engage with Easter sensory story. Learn that Christians celebrate Easter in different ways around the world. Engage with Springtime crafts and cultural festivals.</p>

My Communication – Reading, Literacy and Phonics

Communication We encourage children to communicate through their preferred means which could include pictures, communication devices, spoken sounds and words and Makaton. We use a 'Total Communication' approach which means that all communication attempts are valued and recognised. Children are given opportunities to make choices and express preferences frequently. All children will take part in small group or individual communication sessions as indicated in their health care plans.

Early Reading and Phonics All children engage with phonics at the appropriate phase. Activities include listening to sounds, making sounds, differentiating sounds, learning phase one letter sounds and some children are beginning to blend and segment, whilst reading books with specific sounds linked to their phase.

We encourage reading for pleasure and always have a range of books on offer, sometimes linked to our afternoon theme. Storytelling is built into the day, linked with theme, or used to engage all of the senses and imagination.

Mark Making and Writing We'll be exploring mark making and early writing in response to pictures, songs and stories. Children will have opportunities to develop the motor skills needed to make marks and to write. At least once a term we will do Write Dance which includes large gross motor movements to music. Some children will work on letter formation, spelling and grammar in 1:1 or paired sessions.

My Thinking - Maths and Science

The EYFS/KS1 environment provides opportunities for children to problem solve, compare, sort and explore mathematical skills such as number, shape, space and measure. These are facilitated throughout the week through a combination of pupil led play, small groups and 1:1 sessions led by an adult.

Number includes counting and early calculations. We'll work on recognition of numbers up to 10 but extending where we need to, as well as experiencing quantity and the concepts of 'more' and 'less' in a tactile way.

Shape and Space: Children will learn shapes and identify their features. They will problem solve with shapes in space and begin to differentiate 2D and 3D shapes.

Science is explored through weekly themes under the heading 'understanding of the world'. We encourage a tactile approach to science, using a range of sensory resources reflecting the theme. Throughout the year there are themes directly based on a KS1 Science topic.

My Movement - PE

Daily Provision: By creating games and providing opportunities for play both indoors and outdoors, we support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility.

Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. In our daily set up we offer repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools.

PE sessions take place weekly and include all of the above as well team games, ball skills and personal targets.

Swimming: All children in KS1 have opportunities to swim either in the Hydro pool here at Birch Wood or at Waterfield Leisure Centre in Melton where children work towards their Otter swimming badges.

Myself - PSHE

Daily Provision: Self-regulation is an ongoing focus. We facilitate this through daily interactions and building positive relationship, using co-regulation strategies that suit pupil's needs, providing sensory diets for pupils based on their initial sensory assessment and encouraging pupils to engage with sensory or chosen activities that help them to self-regulate. We encourage emotional literacy through emotion cards and Chirpy Board.

Themes: In the afternoons there is always one activity that focusses on Personal, Social and Emotional Development (PSED) through the theme. This term, activities will include; dressing for winter, sounds and feelings, my favourite places, stories from home (where is the bear), my senses, colours and feelings, role playing home environments, animal babies and family celebrations at Easter.

SRE: Some children will take part in small group or paired activities looking at the areas of Self Awareness including; Things we are good at, Kind and unkind behaviours, Playing and working together, People who are special to us, Getting on with others

My Enrichment

Throughout the curriculum, we want to promote resilience, kindness and creativity. This could be through stories and themes, assembly, engagement with community groups as well as taking part in larger fundraising and charity events. Pupils develop a sense of belonging through visits and events within the wider school as well as community trips and visits linked to themes or for weekly swimming. Where possible, we arrange for community members to visit school and talk to us about theme related topics. We use arts to encourage self-expression and appreciation of the world around us. Visiting theatre groups such as Bamboozle provide valuable enriching experiences and memories. Whilst Covid 19 restrictions remain in place, not all of the activities outside of school will be possible. We will continue to provide enrichment opportunities within school.

Birch Wood Area Special school
Class 1RS (EYFS/KS1)
Spring 2022
Curriculum Newsletter



Things you could do at home

My Communication: Ask questions using prompts; why, where, which, who, when how? Play games such as I spy to help build vocabulary. Engage children in songs and rhymes and establish shared attention.

My Thinking: Encourage problem solving through everyday activities, count everyday objects while playing, look for shapes around the house, compare big and small objects

Independence: wherever possible allow children time to put on clothes, coats and shoes. Help to prepare food, make choices and engage with own care routines such as brushing teeth and washing.

If you are unsure about anything, please email me at spencer@birchwoodschoo.co.uk
I am always happy to help you with any questions you may have about your child.

Myself and the 1RS Team are very much looking forward to working with you this term and look forward to seeing the progress all of our children make.

Kind regards,
Becky