

**4LS**

## Curriculum Newsletter

### Spring Term 2024



### Our Values...

**Welcoming**   **Teamwork**  
**Friendship**   **Trust**  
**Independence**   **Fun!**

### PSHCE

(Personal, Social, Health, Citizenship and Economic Education)

is our whole school curriculum priority for the Spring Term.

We have a 'Keeping Safe' Day planned in January and a whole school 'Wellbeing' Day in March.

### Festivals of the Month

**January:** Lohri

**February:** Chinese New Year

**March:** Ramadan

### EHCP Targets

All of our pupils will be working towards the targets in their EHC Plans in all of their lessons.

The activities we do in class will focus on different aspects of these targets, which include:

**Communication and Interaction**

**Cognition and Learning**

**Sensory and Physical Skills**

**Social, Emotional and Mental Health needs**

### **Theme:**

Encouraging pupils to explore interactions with familiar people

### **Topics:**

People Who Help Us

### How is my child's progress being recorded?

Each pupil works towards their individual targets, which are assessed on a weekly basis and recorded using the Engagement Model, in the areas of Exploration, Realisation, Anticipation, Persistence and Initiation.

Their overall progress is measured using the 'Routes for Learning' assessment framework, using video evidence to capture pupils' achievements towards all of their targets.

### Communication Skills

**Circle time:** Pupils will have the opportunity to develop fundamental communication skills during daily morning welcome routines and reflection routines. In these sessions pupils will work towards their individual communication targets and staff will record their engagement, responses, and preferences.

**Sensory stories: 'One Snowy Night' and 'Lost and Found'.** Our stories this term are about people who help others. Pupils will explore sensory materials, objects, pictures and symbols as well as experience tactile touch, signs and actions to reinforce the meaning of the text and bring the stories to life. Pupils will also create their own special visual and tactile book which will include all of the people who help them in their own lives. Pupils will be able to share their books with families at the end of the term.

**Intensive Interaction:** Pupils will have frequent opportunities throughout the day to engage with Intensive Interaction conversations. Staff will support and encourage pupils and be attentive to their total communication strategies.

**TACPAC:** This term we will use set six, where pupils will have opportunities to develop their interactions further with familiar staff.

## Motor Skills

Pupils will have daily opportunities to follow their individual movement programs in class which have been set by their physiotherapist. This may include pupils using standing frames, walking frames, benches for sitting and/or being supported to do a range of passive/active stretches. Staff will encourage pupils to stretch, reach and move their bodies as far as possible in many activities throughout the day.

**Active Games:** Fun and engaging group games such as parachute games, move and freeze games and skittles will give pupils opportunities to develop interactions with their peers through taking turns, observing peers' participation and joining in all together through shared enjoyment.

**Dance massage:** will focus on 'people who help us' such as; family, friends, teachers, police, firefighters and doctors. Different music tracks will be played to represent each person and staff will model an action/movement for each repeated track, supporting pupils to join in.

**Hydrotherapy and Rebound Therapy:** In these weekly sessions, pupils will have one to one support to follow their movement program while having fun and engaging in social interaction with staff and their peers.

**Soft Play:** In these sessions, pupils will take part in a range of body awareness activities such as action songs and story massage as well as practicing their personal targets in a safe environment.

## Thinking Skills

**Cause and Effect:** This term pupils will use a range of inclusive technology and equipment to develop their understanding of cause and effect and take more control of their environment. Using a single switch and the big interactive screen pupils will uncover pictures of the people who help them in their daily lives. Staff will comment on who they have uncovered and some pupils will be encouraged to match the pictures to the pictures in their own personal books. Pupils will have regular opportunities to use the Eyegaze computer to access cause and effect programs and develop their visual skills; such as locating, tracking and fixating on visual images and icons. Personalised games such as staff faces appearing on custard pie splat will provide fun opportunities for supporting staff to comment on the people who help them.

**Sensory Play:** Pupils will be encouraged to use their senses and total communication strategies to explore sensory/messy play activities. Pupils will work on their personal targets during these sessions and staff will observe and record their likes/dislikes and engagement for learning.

**Multi-Sensory Room:** Pupils will experience being immersed in a Winter and Spring themed room where they will be supported to control elements of their immediate environment.

## The Arts

In **Music** pupils will experience musical exchanges with their peers/familiar adults through exploration of contrasting 'name rhythms' that will be unique to each individual. They will experiment with changes to these patterns, including different tempos (speed) and dynamics (volume). Specific rhythms and sounds will also be used to symbolise significant 'people who help us' within songs and musical games.

In **Art** pupils work with Art teacher Vicky Hurlston and are encouraged to use their available senses to explore, make choices and be creative using a range of different materials and techniques. Lessons focus on these processes and pupil engagement rather than the finished product.

## Personal, Social and Emotional Development

This term we are very lucky to have weekly sessions with the City of Birmingham Symphony Orchestra (CBSO). In these sessions pupils will have the opportunity to learn about their emotions through music and express themselves positively.

## How can parent carers support their child's learning?

Please can families help us to create our 'people who help us' books by sending in a clear photo of your child and a clear photo of their close family members. We will send photos home once photocopied for the book.