DP - CURRICULUM BULLETIN HALF TERM 2



Message from Miss Smith -

In the previous term the students participated in the SEND rewards bingo.

This was a great success with many students achieving the rewards on offer due to their excellent attitude to learning, attendance and punctuality. This term, there will be the same opportunities to achieve rewards through another rewards initiative. Good luck!

What the students are learning in

English	In English, we will be looking at non-fiction articles on inspirational people such as Marcus Rashford
	and Greta Thunberg. The students will also practice their transactional writing by writing a formal
	letter.
Maths	In maths, we will be exploring time. Students will improve their skills on telling the time and using knowledge of time to solve problems, as well as understanding how to read and use a calendar. Students will also be recognising, describing, and making 3-D shapes.
Science	In this half term, students will be learning about particle theory, chemical reactions, and separating technique
Computer	In computer science, students will be doing some work on flat-file databases and introducing vector
Science	graphics
History	Students will be exploring Mughal India in the 16 th and 17 th century. They will be developing an understanding of life and the impact of the emperors using stories and evidence
RE	This half term, students will be learning all about religious festivals.
Drama	Students will continue to participate in workshop style lessons which look at developing speaking,
	listening and communication skills.
Life skills	In life skills, students will be developing their independent living skills.
P. E	In PE, we will be learning and developing skills in Netball.
Art	Students will be learning about artists involved in the Pop Art era.

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Upcoming Events

Homework Expectations

Students are issues with reading books to share at home each week.

Students should try to read for 20 minutes each night. Students should practive their IDL literacy and online mathspad at home.



