



# Harmony

## SUMMER 2025



*Helping young people reach their potential*

## WELCOME....

**.....to the 2025 Summer edition of the Harmony newsletter!**



What a busy year and a fantastic end with lots of activities from trampolining to visiting an archaeological dig!

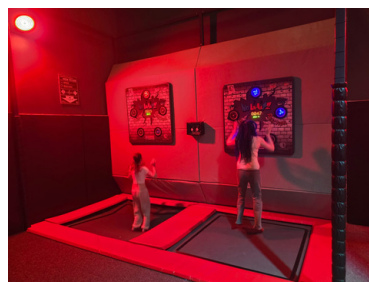
Another fabulous newsletter with an action packed few terms across the key stages showing the individual and bespoke offerings that we have available at Harmony. I think we can definitely not be described as boring!



Again very sad to be saying goodbye to all those moving on - but so excited for their future journeys.

We hope that all our staff, students and families, have a well earned rest and see you again on Sept 4th!

*Sarah and Victoria*



### IMPORTANT DATES:

**Term Starts:** Thursday 4<sup>th</sup> September

**Half-Term:** Friday 24<sup>th</sup> October - Monday 3<sup>rd</sup> November [Return: Tuesday 4<sup>th</sup>]

## Primary News

Primary have really enjoyed their history based topics this term. Willow have gone way back in time to the Ancient Egyptians where we made papyrus and learnt how to write in hieroglyphics. We learnt about the gruesome process of mummification and made our own canopic jars which looked amazing - although we stopped short of filling them with hearts and lungs like the ancient Egyptians!



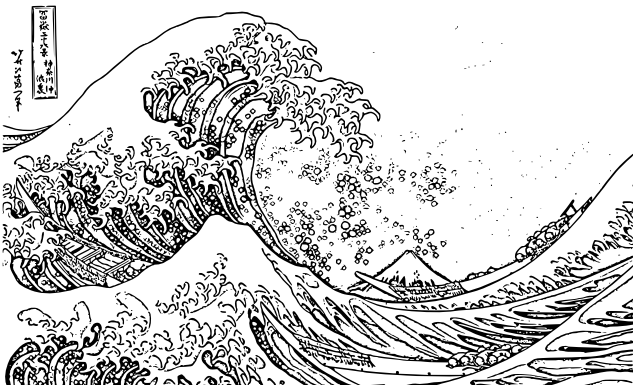
We have also learnt about the Anglo Saxons and Vikings and how they invaded and settled in Britain and have enjoyed reading some exciting myths and sagas from the time. We were very excited to find some dragon eggs in the classroom and have created our own dragons which sparked some fantastic creative writing.



Oak have been learning about the causes of WW2 and the Homefront and after 1/2 term moved onto the history of crime and punishment.

In art, we have been exploring Japanese art and using it to influence our own creations.

### Louisa





# The Harmony Gardening Gang

The gardening gang have seen nearly a full year of seasons at Harmony. We started with literally a blank canvas; an empty garden with a few planters. In the autumn we built some more planters, lined them and filled them with compost ready to put in our seedlings when they were big enough.



We took over the downstairs windowsills in Secondary with pots of seeds planted and ready to germinate.

Spring came and with it a lot of rain. The garden turned into a muddy ice rink which made any outside work dirty and challenging!

The autumn bulbs started to sprout and we could see the beginnings of the fruits of our labour: the daffodils and tulips were beautiful.



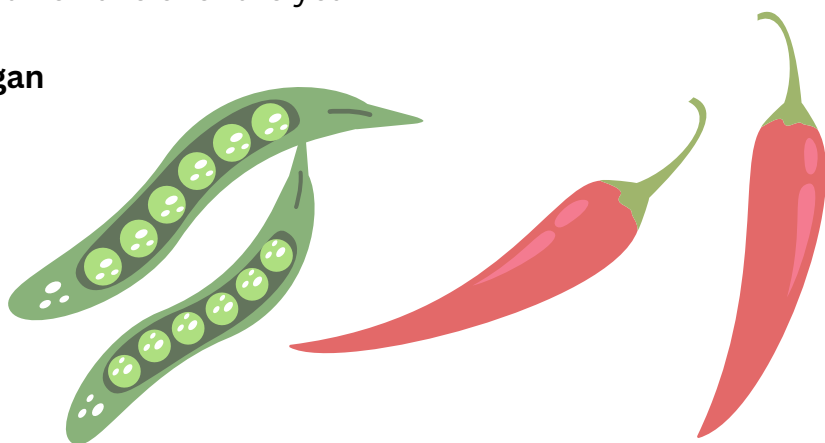
Since then the garden has really taken off and we have already seen beans and radish come to fruition. There is kale, carrots, potatoes, tomatoes, cucumber, peppers, and chillies yet to come. The strawberries are looking lovely too, and we are hopeful that our raspberries and blackcurrants will produce more fruit next year.

Our bike wheel creation in the centre of the garden has provided a great support for the sweet peas which have been stunning surrounded by the vibrant marigolds. The sunflowers are about to come out and the cosmos and lobelia continue to produce blooms as the term comes to a close.



The British weather will never cease to throw challenges at any gardener and here at Harmony we have had to show resilience and perseverance in order to achieve what we have over the year.

**Megan**



## KS3 Science

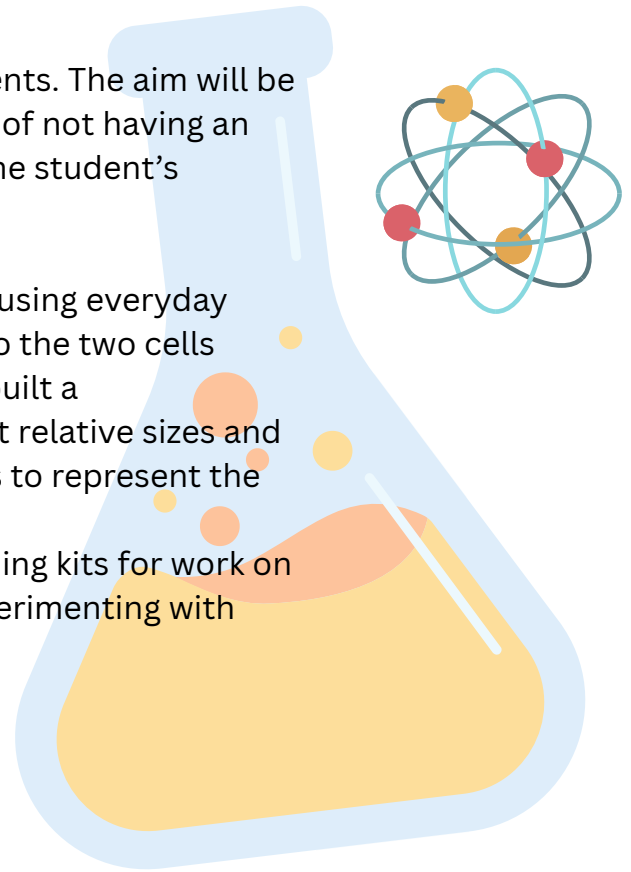
We have now started to offer Science to our KS3 students. The aim will be to keep it as hands-on as we can within the limitations of not having an actual lab on site and to choose our topics based on the student's interests, while being guided by the KS3 curriculum.

So far we have made models of plant and animal cells using everyday materials: the students got to put the components into the two cells and see the differences between them. We have also built a model of the solar system in the garden by working out relative sizes and distances of the planets and using different sized balls to represent the planets.

We have kindly been donated various resources including kits for work on light, lenses and reflection as well as materials for experimenting with chemical reactions.

We hope the students will find it fascinating and fun!

**Anna**



## Staff 'POSITIVE' Feedback Form

We think it would be lovely to end the academic year with staff receiving lots of positive feedback, letting them know how much they are all appreciated by colleagues, students and parents, what they do well and all the things we love about them!

Please help us by completing this form with feedback for individual staff members. You can access the form by using the QR code or by using the link below. Feedback will be anonymous, and you will need to fill in a new form for each staff member.

**<https://forms.cloud.microsoft/e/qLvD0iy5hZ>**

This form will be available between now and the end of term, so please take this time to complete a form for as many staff members as you can.

Thank you!

**Vicky A**





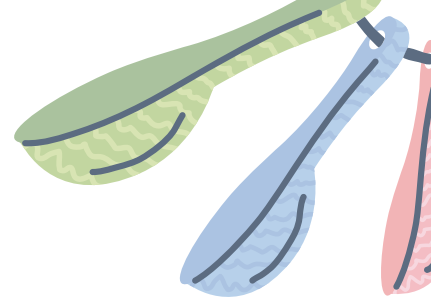
# Cooking News

This term our theme has been picnic and summer foods. We've been enjoying cooking things like scones, savoury muffins, cookies, and tropical fruit salad.

We've also been talking about how what we eat can affect how we feel. For example, did you know that eating lots of food with B vitamins in can improve your mental health, your skin – reduces acne and help your joints and muscles? So, foods such as oats, spinach, nuts, eggs, cheese, milk (cow or soy) fish and chicken are especially good for our teenagers.

A less well known vitamin is Biotin - another of the B Vitamins – B7. It's contained in foods such as almonds, eggs, tomatoes, bananas and yoghurt, and it helps with lifting your mood, healthy hair and nails, and dry skin problems. One of the student's favourite things they have cooked this term is cheese scones, so here's the recipe – a delicious picnic or lunch treat!!

Liz



## Cheese Scones

### Ingredients – Makes 6-8 scones

120g self raising flour  
¼ teaspoon salt  
¼ teaspoon dried mustard powder  
½ teaspoon baking powder  
12g butter  
75g grated cheddar  
1 medium egg  
A little milk

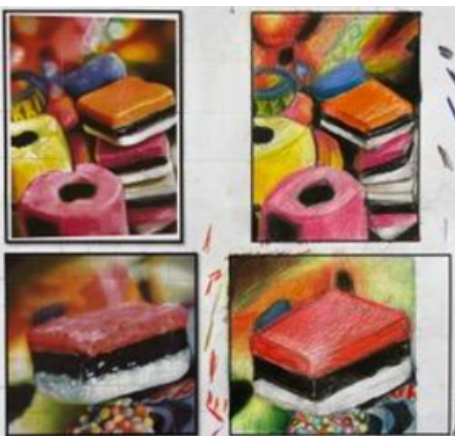


Preheat oven to 200 degrees

### Method

1. Place flour, salt, mustard, and baking powder into a bowl and combine.
2. Add butter, cut into small chunks and rub into flour mixture until it resembles fine breadcrumbs.
3. Stir in 50g of the grated cheese.
4. Break egg into a measuring jug and make up to 80ml with milk, mix well with a fork.
5. Mix egg into breadcrumbs mixture to get a soft dough.
6. Place dough on a lightly floured mat and knead lightly. Roll out to 1cm thick and cut into rounds.
7. Put on a baking tray with a sheet of parchment and brush top of scones with milk and top with remaining grated cheese.
8. Bake in the oven for 10-12 minutes, until golden brown and firm to the touch.

## Art



This term in Monday Art, students have been exploring Food Art, delving into the work of renowned artists such as Joel Penkman, Sarah Graham, Audrey Flack, and Wayne Thiebaud. We've been discovering how these artists are inspired by food objects and how they use realism, colour, and tone to bring everyday items to life.

Pupils have been developing their skills in:

- Creating realistic observational drawings of food items with effective use of tone.
- Using colour confidently to produce vibrant still life artworks inspired by food.

The results are impressive!

Debra



# Doing Good Together for the Environment

Litter picking might seem simple, but it's actually a great way to help out the local community—and it can even count towards an AQA Unit Award!

The KS3 unit award group decided to undertake a community litter pick as part of our weekly 'Wednesday Walk and Talk' session.

After undertaking a risk assessment and making sure everyone was thoroughly briefed, off we set with bags and grabbers in hand.

Although the area around Harmony does look quite respectable, we were amazed at how much 'stuff' we found lurking in bushes and along the roads. We collected two FULL BAGS! Even better than this – the students became more competitive and really enjoyed the challenge.

A project like this does a lot more than just tidy up your local park or street; it helped us learn new things, work with others, and we all felt proud of making a difference!!

**Sarah and Danielle**





# Interoception

We often find at Harmony that students have poor Interoceptive Awareness.

Interoception refers to the ability to sense and interpret internal bodily signals, such as hunger, thirst, temperature, heart rate, or the need to use the bathroom. It plays a crucial role in self-awareness and emotional regulation, as it helps individuals connect bodily sensations with emotions and needs. For example, a racing heart might indicate anxiety, while a growling stomach signals hunger. Some of the Friday life skills students worked with ideas adapted from The Interoceptive Curriculum by Occupational Therapist Kelly Mahler. In lessons, we have tried to help young people to “tune in” to their body signals.

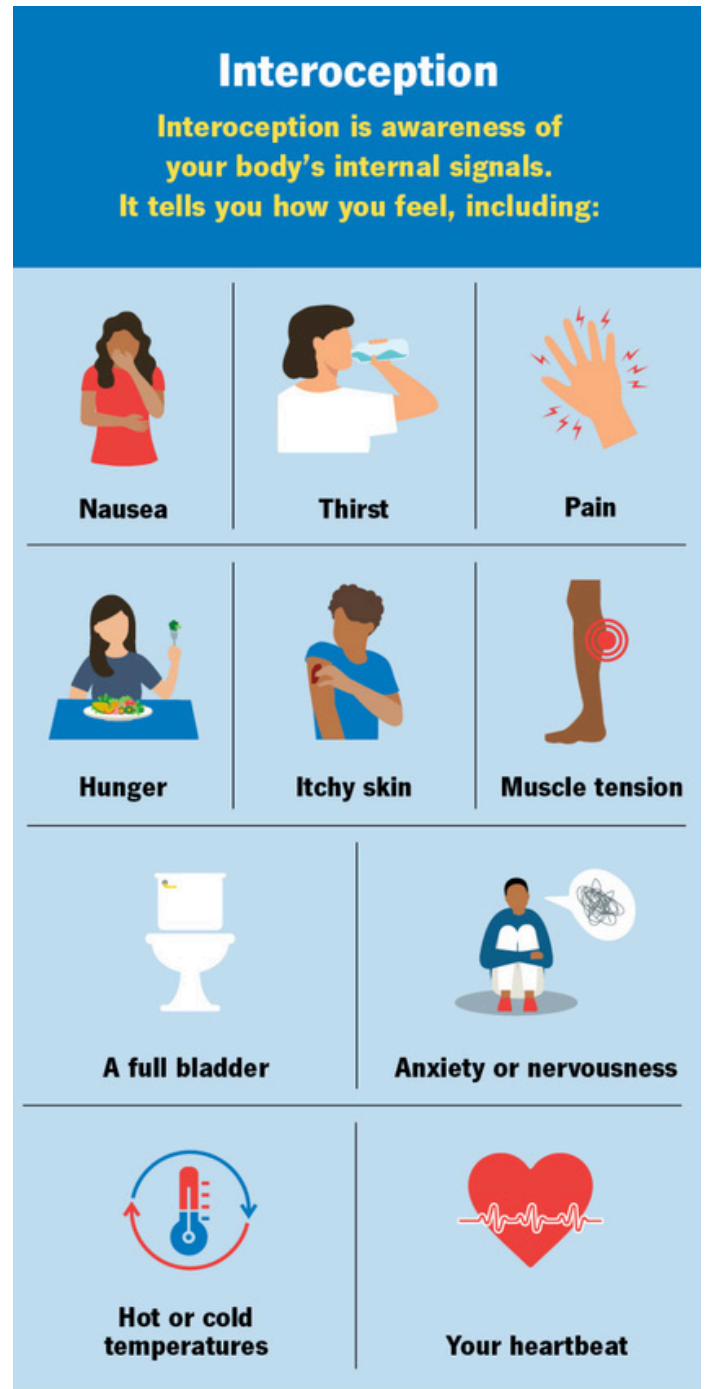
Often, especially if they have been masking their emotions in a previous setting, young people have learned to ignore or suppress their body signals. For example, they may try to sit still even when their sensory system urges them to move. This can have a detrimental impact on mental health, concentration, attention, and, consequently, academic achievement. Students may be asked to speak to an adult before they become dysregulated; but how can they do so if they are not aware they are becoming dysregulated because they are not tuned into their body signals?

We can't tell an adult how we are feeling if we do not know how we are feeling.

We encourage young people to “tune in” to their own body rather than rely solely on adults to help them regulate. Most importantly, we emphasize that everyone is different, we all experiences sensations uniquely, and that this diversity is perfectly OK.

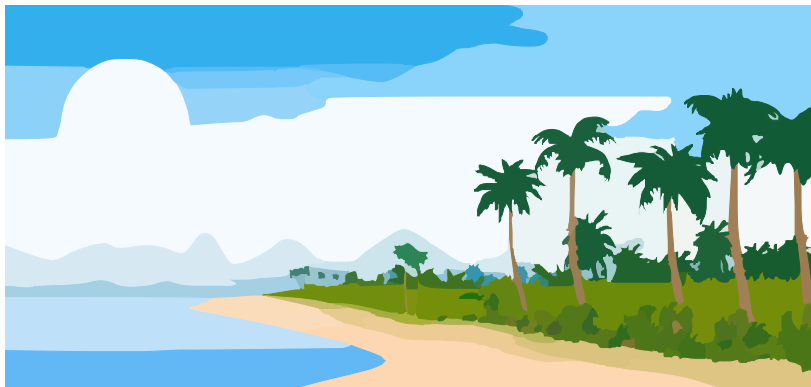
Further reading: <https://www.kelly-mahler.com/what-is-interoception/>

Sian





# Happy Holidays



As the holidays approach I thought I would share some tips for travelling that made things for our family easier when my children were younger. For my eldest son Sam (who has both Autism and ADHD) and Zak (who has many traits also) preparation was everything. I always involved the boys with all aspects of booking the holiday. We often ended up in the same location in Greece having found a very patient, family owned hotel. George the owner was a familiar face when routines were different and anxiety was high

For months before the holiday we would look through a scrapbook of I had made of pictures of the beach, the apartment and the local restaurants and familiarise the boys with some of the food choices that we might have forgotten about or were yet to try.

The airport was a very difficult place for Sam to process with its unfamiliar areas that we only ever encountered once a year. After one very traumatic airport experience, I planned ahead for our next trip and made little picture books which included check in, security, duty free, boarding the plane and the all-important snacks and drinks trolley and everything once we landed at the other end. I then purchased some ink stampers. The boys took great delight in stamping the areas as they passed them and looking at how many more pages there were before we arrived at our end destination. This made them feel more in control. This was a true game changer and probably a very early version of a social story.

Twenty five years ago when Sam was born, there was very little understanding of Autism and we would often get comments or suggestions from the public which were not helpful. For the airport, I purchased a huge pin badge with “I love my son with Autism” on the front. This also changed the way the world treated Sam and people were more understanding if he was struggling. I suppose this was my “Sunflower Lanyard” back in the noughties. If you haven’t got a sunflower lanyard, they can really help the world be that bit more compassionate.



Mr Stinky was Sam's best friend. A previously collectable, worn out, matted old bear named as he was never allowed to be washed but went everywhere with Sam, including chlorinated swimming pools, the beach and in the bath. At age four, Sam became inconsolable when Mr Stinky was taken away to go through the security scanner at Gatwick and to prevent this the following year, I added him into the book with the stamps. We spent a very long time talking about the ride on the scanner being the bears favourite part of the holiday and how he looked forward to it every year. When the time came, Sam stamped his book with delight and announced to the whole airport "Stinky love it". As he watched the bear go through, which was also one of his first sentences as Sam was non verbal until age five. We also looked at the x-ray machine to make sure Mr Stinky hadn't been eating too many sweets.

One of my biggest tips for the beach is to get a sun lounger close to the beach shower. This helped Sam with his sensory issues around wet and dry sand and sand rubbing his skin. He would happily use this as and when he needed to and made him more comfortable. In the early days when we went away, I would often feel like the real holiday began when we were all safely back at home and the boys were back in their normal routine.



You probably wonder in that case, why we continued to go away year after year. The boys would speak for months about all the things they had loved about our time away and even the parts I thought had felt tricky were included. With forward planning and patience, year by year things got easier for Sam. Sam (now 25) now has holidays with friends a few times a year and Zak (23) loves city breaks and is working his way around the map travelling with his job as a buyer.

Mr Stinky is happily retired after his many years of being Sam's special friend although he still sits in a very special place in Sam's room.

I wish you all a very happy Summer making memories with your children.

**Sarah S**

# Twenty travel games to tackle the tedium!

Pencil and paper games – (if playing these in the car, you may want to stick to doing them during motorway driving, where the roads are straighter, to avoid causing a bout of travel sickness!)

**The Squiggle Game** – first player draws a squiggle (see picture one), second player has to then try and turn it into a picture, (see picture two).



**Squares** – draw a grid of dots – the more people who are playing and/or the longer you want the game to be the bigger the grid should be. Take it in turns to join 2 dots with a line. If your line completes a square, put your initial in it and have another go. The winner is the person who completes the most squares.



**Travel Doodle** – If your journey started at a house, draw that in the middle of a piece of paper. Maybe it started in a tent, then draw that instead. As you travel, and drawings of the things you spot, and play with perspective and scale to make nonsense pictures, for example you could sit a giant cat on top of a tiny postbox. If there is more than one person playing, make things more interesting by passing the pictures around each time you add something new, so you are producing collaborative pictures.



**Monster Heads** – Each person playing draws a blob shape on a piece of paper. Swap your papers, and add eyes to the blob, swap again and add ears. Keeps swapping to add noses, mouths, teeth, ears and hair. Reveal your finished monsters to each other.

(Fancy doing robot heads instead of monsters?  
Start with a square/rectangle instead.)



**Stop the Bus!** Everyone agrees on five categories eg. Food, animals, countries, girls' names, boys' names, and writes them down. One player thinks of a letter of the alphabet and says it out loud, then everyone tries to write something beginning with that letter in each category.

Eg, if the letter was 'G' you could write: grapes, gerbil, Greece, Gina and Gary. The first person to write down all five says, "Stop the bus!" and gets two bonus points. Everyone then goes through their answers. If more than one person has the same answer, that is worth one point to each person, a unique answer is worth two points to the person who wrote it. You can choose whether to have a winner each round played, or to carry scores over from rounds and have an overall winner after a decided number of rounds.

## Minimal Prep Game

**30 Second Scraps** – Each person writes a subject to talk about, eg food or space, on a scrap of paper which gets folded up, put in some kind of container/pouch, and shaken up. Take it in turns to choose a scrap. You then have 30 seconds to talk about the subject you have pulled out, without going 'um' or 'er', leaving a long pause, or repeating anything. If people think this has happened, they can challenge the speaker, and take over talking about the subject. The winner is the person still speaking when the 30 seconds is up.



# No Equipment Games

**Guess the Song** – Take it in turns to think of a song to hum a line from, which everyone else has to try and identify. How much of the song has to be hummed before someone guesses correctly?!

**ABC Spotting** – Everyone who is playing has to try and spot something beginning with ‘a’. the first person to do so gets a point, and then everyone has to try and find something beginning with ‘b’. Work your way through the whole alphabet and see who has the most points. (To make this game easier, you may decide to leave out letters such as ‘q’ or ‘x’ that may be troublesome.)

**Spotting Noises** – Just before the journey begins, each person secretly decides what something they want to spot, and shares with everybody the noise they will make if they see this item – without telling everyone what the item is. When you spot your item, you make your noise, and over the journey, everybody has to try and identify what each other’s items are. Be careful not to distract drivers with your chosen noise, and be mindful of other travellers on trains, coaches or ferries, you don’t want to disturb them.

**Don’t Say Yes** – take it in turns to be in the ‘hot seat’ whilst everyone else asks questions. You can stay in the hot seat for as long as you can give an answer that doesn’t say ‘Yes’. Who can be in the hot seat for the longest? Too easy – then up the game by adding that you can’t say ‘no’ either.

**Endless Story** – One person starts a story by sharing a sentence that they have made up. The next person adds a sentence that tells a bit more of the story. Keep taking it in turns to add a sentence and keep the story going until you either all agree it has finished, or your journey ends.

**Lots of legs** – Each person looks out of the window and someone shouts, “Go!”. Everyone begins to count the number of legs that they can see. The first person to get 30 legs wins. You can always adjust this total to suit your circumstances, and it would be a good idea to decide before you start, whether you are only counting legs on living things eg animals and people, or if you are including items such as tables and chairs too.

**Blue Car, Red Car** – each person chooses a different colour car to count, (or you could do different makes instead, eg Ford, VW). Someone shouts, “Go!” and the first to spot 10 of their chosen car is the winner. The target can be adjusted to suit your circumstances, and you don’t have to count just cars.

**Hungry alphabet** – The first person to play says, “I am so hungry, I could eat an apple” (or any other food beginning with ‘a’). The next person says, “I am so hungry, I could eat an apple and a biscuit” (or any food beginning with ‘b’). The next person says, “I am so hungry, I could eat an apple, a banana and a . . . (something beginning with a c). Keep taking it in turns to add something to the list that begins with the next letter in the alphabet, until either someone can’t repeat the list, or can’t think of a food. Before you play, you may decide to leave out tricky letters such as ‘q’ ‘x’ and ‘z’.

**Pink Toads** – chose someone to be in the ‘hot seat’. Take it in turns to ask this person a question, to which they must answer, “Pink toads”. Eg “What do you like to eat for breakfast?” “Pink toads” Keep asking questions until the person in the hot seat forgets to answer with “Pink toads” or laughs. Who can stay in the hot seat the longest?

**Who am I?** – Someone thinks of a person that everyone playing should know. This could be a character from a movie or book, eg Cinderella, a celebrity/athlete, a family member. They then give the other travellers a clue, eg “I am in a fairytale, who am I?”. Each traveller can then have a guess. The game continues like this until either someone guesses, or ten clues have been given, at which point the mystery person is revealed and someone else takes a turn at giving clues for their mystery person.

**Who might live there?** - Someone looks for an unusual house/building and asks, “Who might live there?” The other travellers take it in turns to answer the question and add detail, such as what the owner looks like, what job they do, what hobbies they have, what they like to eat, if they have pets. When you run out of ideas, get someone else to choose another building.

**Can you see?** Agree how long you want each round of this game to be, 5 minutes works well, but adjust to suit your needs. Start a round with the question “Can you see . . .” followed by something that everyone has to look for, like “ . . . a man in a hat?”. Everyone needs to try and find that thing and the first to spot it gets a point, the person who started the round then has to keep thinking of something else for people to spot, and keeps on doing so every time someone gets a point, until the time is up. Each person plays a round as the person telling everyone else what to look for, and the winner is the person with the most points scored across all the rounds played.

**I Spy** – a classic, where someone says, “I spy with my little eye, something beginning with . . .”, and everyone else has to try and guess the object based on the letter given, but this game can also be adapted by instead saying, “I spy with my little eye, something that is . . .” and then giving the colour of the object, or even a word to describe the object, such as “smelly”

**Number Plate Nonsense** - Take the letters of the numberplate of a car that passes you/in front of you, and try to make up a sentence where each word in the sentence starts with the letters from the numberplate eg



OW26 FBC

**On Weekdays, Funny Babies Chuckle**