









Our Core Values	Key dates / Events	Our school rules
<p>WORLD</p> <p>Working together Optimism Responsibility Learning Decision making</p>		<ol style="list-style-type: none"> 1. I am following instructions 2. I am on task 3. I am being kind and caring 4. I am being safe 5. I am in the correct place

Timetable

	<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday – CC Not in/ ? to cover</i>	<i>Friday</i>	<i>Notes</i>
	Arrive, breakfast, Emotional Literacy check in /Therapeutic input through games/ Story time					
	EML quadrant, phonics/reading					
	Movement break					
	English Based Activity – Talk for Writing.	Maths focused Activity	Cooking /Art	Science Based Project/ Forest School/ DT	PSHE – The Story Project	
	Movement break					
	Sensory Game	Sport / Sensory	Personal Interest project	Science Based Project/ Forest School/ DT	Sport / Sensory	
	Reflection and reward time (choosing list with options for each day)				Bands/Certificates	
	Taxi					

English	Maths	Science
<p>This half term Hazel class are following the 'Talk for Write' English scheme of work. This will run on a 6-week rotation, however Hazel class will be adapting this fit a one-lesson per week scheme until attendance increases</p> <p><i>This half term we will be covering:</i></p> <p>Our first book is The Grand Hotel of Feelings</p>  <p>We will be covering how to create our own narrative. This will encourage oracy for the children and enable them to retell known stories as well as create their own.</p> <p>Grammar: Grammar will link to the genres of writing being studied. This includes sentence types, adjectives, nouns, verbs, and conjunctions.</p> <p>Punctuation: Capital letters, full stops, finger spaces, question marks, exclamation marks.</p> <p>Spelling: Children will learn to use their phonics knowledge to spell new words.</p>	<p>In maths this term we will be revising our knowledge of multiplication and division, with a focus on written and formal methods and checking answers using inverse operations. As well as this we will look back at our knowledge of place value to support our learning; including investigating inequality, rounding and comparing numbers</p> <p>Key vocabulary:</p> <p>Formal methods Ones, tens, hundreds, thousands multiply, divide, total, difference Data, More than, greater than, Less than, Equal to Parts, whole Grid method Bus stop method</p> <p>Addition- sum, altogether, all, in all, together, total, total number, add, increase, increased by, more than.</p> <p>Subtraction-minus, greater than, take away, fewer than, less than, subtract, decreased by.</p>	<p>Topic – Out of this World</p>  <p>In this topic, children start an exciting journey to learn about space. They begin by exploring the Solar System, where they learn about the different planets and what makes each one special. They also find out where these planets are in relation to the Sun. Additionally, they discover other interesting objects in space, like moons, asteroids, comets, and the Sun, and learn why these objects are important.</p> <p>Key Vocab Space, a star, a planet, a moon, a solar system, the Sun, the Earth, day, night, 'phases of the moon', 'cycle of the moon', friction, gravity</p>

<p>PSHE</p> <p>The Boy Who Grew Flowers <i>This half term we will be transitioning into a new schema called 'The Story Project' - a social enterprise committed to using the magic of children's stories to inspire lifelong wellbeing. This will run on a 6-week rotation, however Hazel class will be adapting this fit a one-lesson per week scheme until attendance increases</i></p>  <p>The Story Project follows the below pattern for each lesson: Settle: Start your session with a settling activity to encourage children to be in the right frame of mind for listening and learning about their wellbeing. Training: Keep children's emotional literacy updated by spending a couple of minutes looking at a picture from the book and discussing the different emotions the characters are feeling. Objective: Introduce a wellbeing objective for children to focus on when they are listening to the story Read: Read the story and discuss the following guided reading questions as a class. You: To finish the session children have the opportunity to reflect on the book and to relate the book to themselves.</p> <p>Key Vocab: <i>body image, self-esteem, bullying, physical disabilities</i></p>	<p>Sensory Input and Personal Interest Projects</p> <p>In Hazel Class, one of our core goals in developing our learners is the need of sensory input and a sense of ownership of their learning.</p> <p>With sensory games and input we will be looking at individual sensory needs of the class members. We will be creating bespoke games and activities designed to help the learners manage their sensory needs.</p>  <p>As part of their Personal Interest Project the learners will be choosing a half-termly project based around what interests them specifically. This will be delivered in a practical way, with a focus on developing key life skills.</p>	<p>PE</p> <p><u>Invasion Games</u> <i>(Football Focus)</i></p> <p>Invasion games are team sports where the main goal is to invade the opponent's territory while protecting your own. These games require continuous play and strategic movements, which can help develop skills beyond physical abilities. They teach teamwork, decision-making, and planning, while also offering opportunities to manage emotions like frustration or excitement. These aspects are crucial for personal growth, as they encourage players to understand and regulate their feelings during challenging situations.</p>  <p>Key Vocabulary: Communication, team work, game strategies, passing, shooting, and team games</p>
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<p>Reading</p>	<p>Forest School</p>	<p>Our class book this half term</p>
<p>At Bramley Oak, we follow Read, Write Inc for our teaching of phonics and we be using Accelerated Reader to support and challenge children when they complete their phonics programme.</p> 	<p>This half-term we will be learning how to safely use some hand tools such as: bow-saws pruning saws and knives to create a range of toys/functional objects. We will also be introducing the safe use of fire and using our new knowledge to cook food out in the woodland environment.</p> <p>Key words: oxygen, heat, fuel, safety, blood bubble.</p> 	<p>Loki: A Bad God's Guide to being good</p>  <p>Summary: After one trick too many, Loki is banished to live on Earth as a "normal" school boy. Forbidden from using his AWESOME godly powers, Loki must show <i>moral improvement</i>. As he records his lies THE TRUTH in his magical (judgemental) diary, it becomes clear Loki hasn't a clue how to tell good from evil, trust from tricks, or friends from enemies.</p>