

HILL VIEW
SCHOOL



CURRICULUM CONNECT



Issue 3
March 2026

**Be the best you.
Build the best us.**

Welcome to the third edition of *Curriculum Connect!*

We are delighted to bring you the third issue of our Curriculum Connect —a celebration of the incredible learning, creativity, and growth taking place across every class this term.

Inside this edition you will find:

- **An exciting update on our new Therapeutic Plans**

Learn why we're introducing them, how they support our holistic and relational approach, and the vital role families play in shaping each child's plan.

- **Curriculum journeys for every class**

See what pupils are learning in CLL, Maths, Our World, Science, PSHE, Food Tech, Outdoor Education and more, with clear snapshots of how knowledge and skills are being built across the school.

- **Career-related learning in action**

This term includes inspiring trips—like visits to EMTech—and hands-on STEM workshops that help learners imagine future possibilities and build confidence in their strengths.

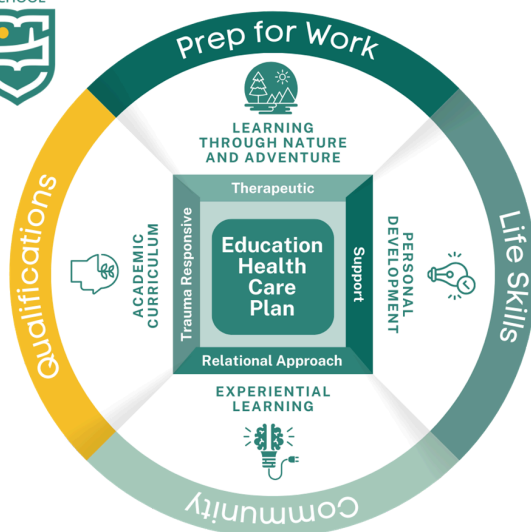
- **Spotlight on the Duke of Edinburgh's Bronze Award**

Discover how this accessible, supportive programme helps our older learners build resilience, independence, and essential life skills.

We hope you enjoy reading this issue as much as our learners are enjoying creating the moments and achievements within it. Thank you, as always, for your partnership, enthusiasm, and commitment to your child's journey.



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Curriculum Model

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Introducing our new Therapeutic Plans



This term, we are pleased to share an important development in how we support the social, emotional and wellbeing needs of all learners at Hill View School. We are launching a new document called the **Therapeutic Plan**. Central to the success of the Therapeutic Plan is our collaboration with parent carers.

What is a Therapeutic Plan?

A Therapeutic Plan is a clear, child-centred document that brings together everything staff need to understand a learner's needs and how best to support them throughout the school day. It extends previous paperwork with one holistic plan that focuses on:

- A learner's strengths and interests and circle of support
- Their sensory, communication and emotional needs
- Strategies that help them feel safe, calm and ready to learn
- Approaches that help prevent difficulties and support positive behaviour
- How staff can offer consistent, attuned and nurturing support across the school that links to approaches known to be effective at home

The plan is grounded in our therapeutic and relational approach and is informed by a range of assessments, observations and, most importantly, conversations with families and the child themselves.



Why are we introducing Therapeutic Plans?

Our aim is simple: to ensure every learner can access the curriculum, build emotional resilience and feel safe and understood at school. These new plans mean that all staff working with your child share the same information, expectations and strategies. This supports:

- A predictable, safe environment
- Trauma informed, relational responses
- Reduced anxiety and barriers to learning
- Consistent approaches between home and school
- Stronger links between therapeutic support and the curriculum



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Introducing our new Therapeutic Plans



Working in partnership with you

A key part of every Therapeutic Plan is the inclusion of parent carer voice. No one knows a child better than their parents and carers, and your insights are essential in helping us understand:

- What comforts or motivates your child
- Strategies that help them feel calm
- What they find difficult or overwhelming
- Important background information that shapes how they see the world

Class teachers will work with you to complete parts of the plan.



What will this look like for families?

Before the end of the summer term, staff will be in touch to arrange opportunities for:

- Short meetings or check-ins
- Gathering your views
- Sharing draft plans
- Ensuring the strategies used at school are aligned with what works at home

Our goal is a genuine partnership, where families and staff work side by side to understand each learner and strengthen the support we provide.

If you have any questions, please speak to your child's class teacher. We look forward to working with you and appreciate the knowledge, care and insight you will bring to the process.

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Staff Member Spotlight - meet the Admin Team!



Laura – Senior Office Administrator

Laura helps keep the school running smoothly by ensuring the office is welcoming, organised and supportive. She works closely with families, staff and learners, managing daily communication, key admin tasks and supporting attendance. Laura is a calm, steady presence at the heart of our busy school.



Michelle – PFSA/Attendance Officer

Michelle supports learners and families by helping to remove barriers to learning. She coordinates and delivers social, emotional and mental health support, working with those who need extra help to engage fully in school life and improve attendance.

Georgia – Learning Support Administrator

Georgia provides vital organisational support. She manages learner records, schedules annual reviews and ensures important paperwork is accurate and compliant. She communicates regularly with parents and outside agencies, always maintaining a high level of professionalism and confidentiality.



Hannah – Receptionist (Currently on Maternity Leave)

Hannah is the friendly face who greets visitors, staff and learners at Hill View School. She provides an efficient front-of-house service in person, by phone and by email, while also supporting the school with a wide range of administrative tasks. We look forward to welcoming her back once her maternity leave ends.

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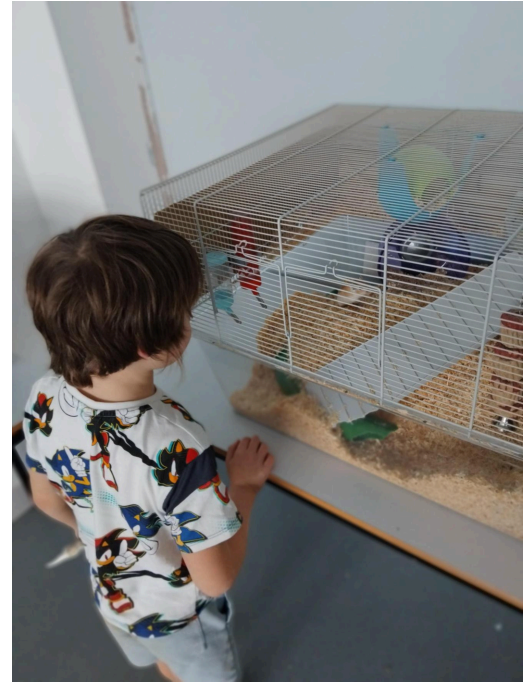
Hands on learning in The Knoll



We are having a wonderfully busy and exciting half term in class, filled with hands-on learning, new experiences, and lots of smiles. Here's a look at what we are exploring across our subjects:

Communication, Language & Literacy (CLL): Our story focus is 'Aliens Love Underpants', which the children absolutely love! We are learning new vocabulary, sequencing the events in the story, and diving into imaginative discussions all about Space. Through sensory play, the children are creating their own playdough aliens and using blocks to construct rockets—brilliant opportunities for creativity and communication.

In **Maths**, we are working on recognising numbers 0-5 and exploring the concepts of one more and one less. The children are enjoying practical resources and play-based activities to deepen their understanding.



We are learning about significant events in the history of Space, with a special focus on the first moon landing in **Our World**. The children are fascinated by astronauts, rockets, and life beyond Earth, whilst in **Science**, we are investigating different materials and their properties. The children enjoy hands-on experiments that encourage curiosity, predicting outcomes, and observing changes.

Special Events & Highlights

A big highlight this half term has been World Book Day. We had a visitor sharing a story with us, and enjoyed an exciting visit from PCSO Ian including unforgettable experience sitting inside a real Police truck!



We learn more

Parent Activity Suggestion:

Why not have a go at making sand!

<https://onelittleproject.com/moon-sand/>

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Aliens have landed in Ham Hill class!



Similarly to The Knoll, learners in Ham Hill class are enjoying a busy and exciting half term full of hands-on learning.

Our focus text for **Communication, Language and Literacy (CLL)** is *Aliens Love Underpants*. We are learning new vocabulary, sequencing the story, and exploring Space. The children are making playdough aliens, retelling the story, and creating their own characters.

In **Maths** we are using a number line to 50, practising one more and one less, exploring place value, and comparing height and length. We are also counting in multiples of 2, 5 and 10.

We are exploring events in our own lives and how we change over time in **Our World**. We are beginning to learn about the first moon landing and why it is significant and in **DT** we are learning about spacecraft and designing and making our own rockets, which we will evaluate once completed.

We continue to investigate everyday materials and their properties in **Science** —such as discovering why a chocolate teapot (sadly) wouldn't work!

In **PSHE & Food Tech** we are learning how to keep ourselves healthy and are trying simple recipes using healthy foods.

We continue to enjoy **Forest School, Animal Care**, and spending time with the school dogs.



We are respectful

Parent Activity Suggestion:

Retell *Aliens Love Underpants* - Encourage your child to retell the story using toys at home.

Try together:

- Sequencing the main events (what happened first, what happened in the middle, what happened at the end)

- Making up your own "alien adventure"

This supports our CLL learning and boosts imagination.

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Bottoms, Burps and Bile in Herne Hill!



We're diving into a lively (and often giggly!) topic this half term: how our amazing bodies work. The learners have already decided that "bottom" is the funniest word ever, so we're expecting lots of laughter as we learn about different body parts.

In **Science** we are exploring lots of different things: The brain as our body's control centre; hair and nails and how they protect us; the gut and the journey food takes through our digestive system and germs, how they spread, and why hygiene matters. We'll even be making a jelly brain as part of our investigations!

Our theme in **Communication, Language and Literacy (CLL)** is Time Travel. Through writing, learners are imagining what their future life might look like and what jobs they might have, which links into our career-related learning as well. If time travel were real, some of us might be tempted to check those Lottery numbers!

In **Food Tech** we're exploring healthy eating, with a special focus on cheese and what happens to food on its journey through (and out of!) the body.

Alongside this, we are also continuing with:

- Animal care
- Online author sessions and a virtual talk about working in a zoo
- Outdoor Education with orienteering trips to local woods and Ham Hill
- Bikeability training in school

It's shaping up to be a term full of learning, fun, and a little embarrassment—but definitely lots of laughter!



Parent Activity Suggestion:

Since we are exploring Time Travel and the future in CLL, you might enjoy asking your child what job they think they might have one day and what their future home or world could look like. They can share their ideas through drawing, building with blocks, or simply talking about their imagined future.



We learn more



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Stone Hill and Cadbury Hill classes!



This half term, students in Stone and Cadbury are exploring personalised projects based on their interests, including Cheddar Caves and Gorge, Ancient Egypt, and aircraft. Across both classes, our shared theme is growth, inspired by the spring season.

CLL – Growing Potatoes - In Communication, Language and Literacy, pupils are learning to write letters while investigating how potatoes grow. They are exploring what plants need, identifying plant parts, planting seed potatoes, observing changes over time, caring for their plants, and finally harvesting them to understand the full life cycle.

Our World – Allotments - In Our World, we are learning about allotments: what they are, what grows there, and how people care for them. Students are planting seeds, learning about soil and simple tools, observing plant growth, and discovering the wildlife that lives in these spaces. They will also reflect on what it means to grow food and care for nature.

Maths - This term in Maths, we are focusing on place value, addition and subtraction, and measuring length and height whilst some students are looking at concrete examples linked to Maths.



We learn more

Students are also working on skills including teamwork and collaboration this term. They are thinking about the spaces that we use in and around the school and how to ensure that they are exciting places of learning that are respected by all. One student has already started helping Kira in the Expressive Arts studio by putting up the guitar holder to display our impressive range of guitars.



We are respectful

Parent Activity Suggestion: Visit a local allotment, garden, or simply take a walk together. Encourage your child to spot different fruits, vegetables, or flowers, look for wildlife such as bees, worms, and beetles and talk about how plants are cared for. This supports our Our World topic on allotments and growing.

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What we are learning in Lydeard Hill



This term in Lydeard Hill, learners are exploring biography writing, developing their ability to research inspirational individuals and craft engaging life stories with clear structure, purpose, and detail as part of **Communication, Language and Literacy (CLL)**. They are practising how to select key life events, use chronological language, and write with an appropriate tone.

In **Maths**, learners are pushing their skills further by advancing their understanding of long multiplication and continuing to strengthen their knowledge of fractions. They are breaking down multi-step problems, using visual models to support understanding, and applying their learning to real-world situations.

During **PSHE**, the focus is on building social skills, learning to collaborate effectively, and exploring what makes healthy, positive friendships. Learners take part in group activities, discussions, and role-play to build confidence in communicating and working with others.



We learn more

A highlight of this term has been **Careers Week**. Some learners took part in a STEM session where they learnt about electricity and practised wiring a plug and creating a circuit including a lightbulb. A number also visited EMTech, an engineering factory that designs and builds hatchery systems where they were fascinated to see how advanced machinery, engineering processes, and automation work together in large-scale poultry farming. The EMTech team showed students how different components are manufactured, assembled, and tested. Learners asked questions, observed engineers at work, tried using tools and machines, and gained a better understanding of how engineering skills apply to real industries. It was an exciting and inspiring hands-on experience for everyone involved.



We stay safe

Parent Activity Suggestion:

Since we are thinking about careers and future life stories, you might enjoy asking your child what job they would like to have one day, what skills they think they might need, and what a typical day in that job could look like. They could even draw a picture of "Future Me at Work" to bring their ideas to life.



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Sunny Hill Adventures: From Monsters to the Moon!



This half term in **Communication, Language and Literacy (CLL)**, learners are continuing their work on 'A Monster Calls', exploring how the story presents complex emotions and how characters respond to challenge and change. They are also strengthening key SPaG (spelling, punctuation and grammar) skills including working on sentence structure, punctuation and vocabulary, enabling them to express ideas clearly and reflect thoughtfully on the themes within the text.

In **Maths**, learners follow individual learning pathways tailored to their needs. They are focussing on strengthening number skills through work on place value, division methods, core fluency and elements of geometry such as shape properties and spatial reasoning. These sessions build confidence, accuracy and deeper understanding.

In **Food Technology**, learners are exploring healthy eating and the benefits of cooking from scratch. Learners will compare the nutritional value, cost and ingredients of homecooked food with common takeaway options while preparing a variety of simple, balanced dishes. This work aims to encourage healthier choices and build independence in the kitchen.

Across the wider curriculum, **Our World** lessons deepen understanding of the transatlantic slave trade, while **Science** focuses on space, the planets and the solar system. **PSHE** centres on careers, personal growth and future aspirations, helping learners to recognise their strengths and explore future opportunities.



We learn more



We stay safe



Parent Activity Suggestion:

You can support CLL learning by pausing during a story or film to ask your child how a character feels, what problem they're facing and what they might do next, helping them practise the same emotional reflection and character analysis used in A Monster Calls.

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Coker Hill: Learning with Purpose



In Coker Hill Class this half term, we have been developing our persuasive writing skills in **Communication, Language and Literacy (CLL)** by planning a fundraising campaign for new play equipment. Our learners have explored how to write convincing arguments, and present ideas clearly.

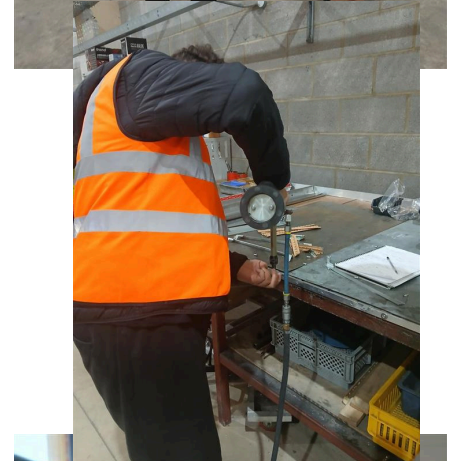
In **Maths**, learners have been working on strengthening key skills and revisiting core concepts to fill in gaps in their learning. Through targeted activities, strengthening foundations and building confidence.

In **Our World** we have taken a detour to look at the current crisis in the Middle East and are exploring the importance of human rights. Our learners have been able to ask questions and express their views on world matters.

One highlight this half term has been the focus on **careers**, especially the career trip to the EmTech factory. The learners enjoyed seeing real-world technology in action and even got to operate some machinery themselves! It was an inspiring experience that sparked lots of questions about future careers.

In **Food Tech**, we continue to build our culinary repertoire alternating between learning to cook a main dish and a dessert each week. They practiced cooking skills, explored flavour combinations, and reflected on healthy choices.

In **PE**, we have been focusing on football skills, with a big emphasis on teamwork. The class worked brilliantly to communicate and support one another when playing football with learners from another class.



We are respectful

Parent Activity Suggestion:

You can support your child's persuasive writing by asking them what they would improve at home and why, then encouraging them to explain their reasons, create a mini poster or slogan, and present their pitch to the family. This simple activity helps build persuasive language skills in a fun, low-pressure way.

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Learning for Life: Burrow Hill Class this term



We have an exciting term in Burrow, filled with hands-on learning, real-world skills, and plenty of opportunities for learners to explore new experiences.

In **Functional Skills Maths** students are developing their understanding of ratios and beginning to explore algebraic thinking, building a strong foundation for problem-solving and higher-level maths. In **Functional Skills English**, we are focusing on leaflet writing, looking at how language and layout change depending on the purpose and audience, and learners will create leaflets for a range of real-life contexts.

Entry Level Science lessons are focussing on Chemistry this half term, exploring the Periodic Table and structure of atoms, elements and molecules, with plenty of practical work alongside theory.

This term, learners are also beginning to explore **work experience** placements, learning about different types of workplaces and thinking about the kinds of roles that interest them.

To support healthy lifestyles, the class are visiting the gym regularly to learn about fitness routines and how to look after their physical wellbeing. We are also planning and cooking a variety of meals, focusing on working within a budget, making healthy choices, and developing confidence in the kitchen.



We learn more

In **Outdoor Education**, learners are taking part in orienteering to build navigation skills, teamwork and confidence in outdoor environments. We are also learning about the impact of conservation on farming and exploring how environmental practices influence food production and the natural world around us.

Parent Activity Suggestion:

When shopping or eating, chat about where food comes from and why farms care about the environment. Simple prompts like "Why might farmers protect wildlife?" or "How does weather affect food growing?" encourage thoughtful discussion.

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The Duke of Edinburgh's Bronze Award - a fantastic opportunity for our learners



As part of the Key Stage 4 Curriculum, learners in Year 10 have the opportunity to take part in the **Duke of Edinburgh's (DofE) Bronze Award**—a nationally recognised programme that helps young people build confidence, independence, and important life skills.

The Bronze Award is designed to be **accessible, flexible, and supportive**, making it an excellent fit for learners with Social, Emotional and Mental Health (SEMH) needs. The programme focuses on personal growth rather than competition, allowing each young person to progress at their own pace and celebrate achievements big and small.

What's Involved?

To complete the award, learners take part in four fun and meaningful sections:

- **Volunteering:** Giving time to help others—this could include helping around school, supporting younger learners, caring for animals, or contributing to the community.
- **Skill:** Developing a new interest or practising an existing one, such as cooking, art, music, animal care, or learning practical skills.
- **Physical:** Taking part in any activity that helps them get moving—walking, team games, cycling, dance, and more.
- **Expedition:** A small team adventure where students learn teamwork, resilience, and independence. This is carefully adapted to ensure every participant feels safe, supported, and confident.



We are respectful



We learn more



We stay safe



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The Duke of Edinburgh's Bronze Award - a fantastic opportunity for our learners



Why It Matters for SEMH Learners

The DofE Award provides a structured but flexible way for students to:

- Build self-esteem through achievable goals
- Strengthen their emotional resilience
- Learn to work positively with others
- Gain a sense of belonging and accomplishment
- Experience success in a non-classroom environment
- Every step is guided by trained staff who provide encouragement, consistency, and the right level of challenge for each young person.



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