

# BLACKFRIARS ACADEMY CURRICULUM PLAN



O'CLIFF - SPRING 2020

## The anchor that is being explored as a whole school is CELEBRATION

When deciding what anchor we wanted to develop as a team of staff working in a school for young people with varying needs and abilities, our starting point was 'What is the point?' – Why would we choose 'this' as an anchor. In order to answer this question, we went back to our core moral purpose as a school which we believe is to educate our students because education has the power to transform lives. By educating our young people, we can help them to be more independent, for some it may mean helping them to use their 'Voice' to ensure that their views, needs and wants are heard and for others that they can become critical consumers of information.

This rationale drove our choice of anchors, the second of which is 'Celebration'. No matter what pathway our students are working in, exploring the notion of celebration is vital to all of them.

Not only is a **celebration** a special enjoyable event that people organise because something pleasant has happened or because it is someone's birthday or anniversary, the meaning of the word has far greater significance for us at Blackfriars: we want to try to help our students to live 'in the moment' to actively seek out what is good and should be appreciated, this could be the ability to appreciate a great piece of art, the strength to walk or the opportunity to sing out loud. Celebrations provide opportunities for us to recognise that we are not alone in the world and that other cultures have their own traditions, customs and acts of remembrance. By the end of the term, we hope that students will have started to explore ideas about what do we need to value and celebrate.

Subject	Content to be covered
Class Topic	<p>Linked to the whole school topic of celebrations, students will experience the importance of being themselves and to celebrate how Incredible they are and to experience different celebrations from around the world.</p> <p>This topic will provide learners with the opportunity to have recorded their responses to activities and situations which they have encountered.</p> <ul style="list-style-type: none"><li>- Encounter activities – eg being passive or resistant while an activity takes place</li><li>- Participating in activities when fully prompted.</li><li>- Respond with reflex to experiences – eg physical experience – hot/cold, emotional experience – laughing.</li></ul> <p>The activities will provide them with multi-sensory experiences and the opportunity to develop communication skills.</p>

Fine Motor Skills	<p>Provide learners with the opportunity to hold, manipulate and play with activities that maintain and promote their Fine Motor skills. The maintenance and promotion of these skills will help the pupils in all that they do in school and at home as FMS are a very valuable part of everyday life</p> <p>‘Fine motor skills are those that involve a refined use of the small muscles which control the hand, fingers and thumb. With the development of these skills, a child is able to complete important tasks such as writing, feeding oneself, buttoning and zippering. ... ‘Little hands need to develop dexterity and strength’</p>
Sensory Integration	<p>Sensory integration therapy uses activities in ways aimed at changing how the brain reacts to touch, sound, sight and movement. Everyone needs their sensory systems working at their best in order to begin to think and learn. For pupils who tend to get overstimulated, their sensory integration activities can help them come down from an overloaded state and feel calm. Alternatively, pupils who feel or appear sluggish can get into a “just right” state by doing activities that help them feel more alert.</p>
Communication	<p>This will be our formal registration and morning greeting.</p> <p>The pattern of activities will remain the same with variations added to represent each day. All pupils will have individual targets specific to their means of communication, Big Mac, Step by Step PECs and opportunities to anticipate routine, instigate their turn and with an opportunity to show and tell, using information from home. Photographs are used for self-recognition and recognition of others</p>
UV Work	<p>Ultra violet (UV) light and fluorescent materials can provide a new and exciting way of experiencing the props used in our stories, they can be especially exciting for students with our levels of complex support needs. For students with visual impairment, UV light can open the door to enabling them to appreciate colour, and the results can be dramatic. The special effect of UV light used in a darkened room makes fluorescent colours stand out vibrantly making learning and play exciting as the positive feedback of seeing a brilliantly coloured stimuli is instantly rewarding.</p>
Sensology	<p>Provide learners with the opportunity to have recorded their responses to activities and situations which they have encountered.</p> <p>Use all of their senses; sight - tracking of lights and objects; listening - different sounds linked to the theme; smell - lots of smells linked to the theme; taste - tasting different items linked to the theme and touch - holding and manipulating objects. Proprioceptive, moving in space and time recognition of self within this movement</p>
Proprioception	<p>To experience gross motor movements and activities. Awareness of self in space and time. Relaxation, massage.</p> <p>1:1 work with staff following individualised program within class setting. Showing patience waiting for turn sharing activities</p>

Breakfast Club	<p>Making choices and communicating need is an important part of communication and food and drink are ideal ways of incorporating this. We aim to extend this activity to give pupils more opportunities and time to communicate need. This is incorporated into the main lesson when all staff are present.</p> <p>Lesson to be repeated on a weekly basis to maintain and improve the skills.</p>
Immersive room	<p>Physical management including change of position is an integral part of PMLD Education. Linked to individual Physiotherapy programs the pupils will be out of their chairs on mats, bean bags/wedges and placed in positions to help their posture and physical body systems.</p> <p>The interactive walls are used for relaxation and stimulation in equal measure. The interactive floor is used to promote independent responses to the stimuli as it is presented.</p> <p>Communication Opportunities; Initiating/participating- Giving instructions– requesting-choice making–controlling-commenting</p>
Rebound	<p>Rebound therapy should be seen as an integrated part of the child's movement programme. Rebound therapy has a unique effect on the body's organs, systems and muscles. The cardio respiratory system works harder so heart rate and respiratory rate increase. Muscle tone can be increased or decreased by activating the muscle spindles and stimulating the sensory system</p>
Art	<p>Using Pop Art paintings as a starting point to inspire the whole school theme, O'Cliff will be looking at the subject of celebratory food this term, from cakes to traditional cultural food. They will participate in sensory experiments using different art materials and produce collage and prints of food typically associated with the theme of Celebration.</p>
Music	<p>This term, O'Cliff will work with drums and percussion to encourage communication and participation. We will use sensory activities which link to O'Cliff's topic this term, Winter. Pupils will work towards a performance using the drums and percussion which will accompany a piece of winter themed orchestral music.</p>
Swimming	<p>The objectives of our swimming sessions are to experience the sensory and physical aspects, to become as independent in dressing as they are able, to become confident in the water and to be aware of the rules of water safety where appropriate.</p>

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