

# BLACKFRIARS ACADEMY CURRICULUM PLAN



## DUDSON - 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.

Areas of the Curriculum	Knowledge, skills and dispositions to be covered
Communication	<p>This will be our formal registration and morning greeting. The sequence of activities will remain the same. All pupils will have individual targets specific to their means of communication and opportunities to anticipate routine and instigate their turn.</p> <p>Through repetition and familiarity it is hoped that the pupils start to anticipate, turn take, and recognise their name/song/photo/ colour and texture appropriate to their ability.</p>
Morning body blast / Music to movement	<p>When we have our 'morning body blast' pupils are encouraged with staff to move with purpose and become familiar with the actions and dance to the songs, this will hopefully help the pupils to engage and concentrate better in lessons. Exercise helps trigger endorphins, which improve the functions of the brain and improves general mood and wellness. This is a fun session and is a good workout for staff and pupils and sets us all up for the day.</p> <p>Music to movement is about encouraging students to explore and enjoy music encouraging them to participate in showing their emotions likes/dislikes, the music adds another dimension to the session and further inspires pupils to explore whilst listening to modern sounds, moving around the room</p>

	<p>facilitated/encouraged by adults gives pupils an awareness of their own personal space and where possible to help their spatial awareness.</p>
Sensory topic	<p>In our class topic 'Celebrations' we are looking for pupils to have an awareness of celebrations which they participate in and those of the wider community. We are looking at a story from each celebration with pupils listening to the story interacting and exploring the props from each sense: hearing, touch, sight, smell and taste, pupils will look at each celebration for approximately 3 weeks, they will produce art work from each story to reinforce.</p> <p>The celebrations we are focusing on, Christmas, Birthdays, Easter, Diwali and Eid and Special Person not necessarily in this order. At the end of the term pupils will have experienced and engaged in festival /celebrations that they regularly participate and those from a wider community.</p>
Class art	<p>Each week pupils will encounter and explore a different range of art materials and art equipment. Through exploration pupils will manipulate paint/glue/foam to stimulate their senses and develop fine and gross motor skills. Pupils will have the opportunity to express their preferences for likes and dislikes of different textures, to make choice in their own work. The session provide learners with an activity that has an end result which is also displayed in the classroom in which they can feel proud and have ownership of. The exploration process is of course more important than the end result.</p>
Discovery box	<p>The discovery boxes are all about encouraging students to explore and enjoy a wide range of sensory materials to music with the help of adults. The session is an exploration with sensory materials that link to our sensory stories about Celebrations, students will exploring different textures enabling them to develop their investigative and imagination skills, the music adds another dimension to the session and further inspires pupils to explore while listening to modern sounds. Students experience fine motor skills through activities, awareness of self and body parts.</p>
Swimming	<p>Pupils have an enrichment lesson within the pool that allows them to experience change of position and free movement, 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>
Rebound therapy/ Physical management	<p>Physical management including change of position is an integral part of a PMLD education. Linked to their individual physiotherapy program, the pupils will be out of their chairs and placed into positions to help their posture and physical body systems. Rebound Therapy has a unique effect on the body organs, systems and muscles, the cardio-respiratory system works harder so heart rate and respiratory rate increases,</p>

	muscle tone can be increased and decreased by activating the muscle spindles and stimulating the sensory system.
Intensive Interaction	<p>Intensive Interaction is a session where staff and pupils work together to embed and / or raise awareness of the power of communications. The adult is relaxed and non-directive. The principle is that the adult builds the content and the flow of the activity by allowing the pupil to lead and direct, with the adult responding to and joining-in/copying the behaviour of the pupil.</p> <p>The sessions are frequent, quite intense, but also fun-filled, playful and enjoyable. Both staff and pupil should be at ease with enjoyment of the activity as the main motivation. A session could be highly dynamic, with a great deal of vocalisation, sometimes with physical contacts. A session could also be peaceful, slow and quiet. Intensive Interaction can be repetitive but this will breed familiarity for the pupil in the hope to initiate movement /sound.</p>
Sound Magic	In these sessions, staff and pupils will explore, engage and immerse themselves in making sounds on numerous instruments. Pupils are encouraged to stimulate their senses by listening, looking and touching the instruments and feeling the vibrations. Hopefully in these sessions we will have a lot of fun exploring the instrument. Pupils will empower themselves by leading the sessions at their individual pace.
PECS	Picture Exchange Communication System. PECS is used within the school day to enhance communication, specific prompting and reinforcement strategies to meet the individual levels of the pupils needs. Now & Next, objects of reference are used alongside PECS.
Story Massage	Story Massage involves the use of simple massage movements (through clothes), which are associated with spoken words to build up an engaging story. It is an immersive, unique and enchanting storytelling session combined with positive touch. Story Massage creatively engages pupils using 10 simple but effective massage strokes. The strokes concentrate on shoulders, back, arms and head. It offers a way of learning and communicating through play, creativity, and positive interaction. The stories will link to the sensory stories on our theme, Celebrations.

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