

BLACKFRIARS ACADEMY CURRICULUM PLAN



MOORCROFT - 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
English	<p>In English we are exploring how to plan a party for the end of term. We will be reading books all about different parties and completing comprehension tasks on these, devising a plan on how to plan a party and writing lists, writing invitations, writing thank you letters and having a party to celebrate all our hard work.</p> <p>Spelling and reading will also be done each week.</p>
Maths	<p>In Maths we are looking at time this half term. We will be looking at days of the week, months of the year, seasons, terms of day, planning a day with times and telling the time using o'clock etc.</p> <p>Next half term we will be looking at money; matching and sorting, identifying, using money, adding money and looking at change.</p> <p>This fits in with English and our celebration anchor through planning times of a party, shopping with money and knowing what money to use.</p>

Science	<p>We will be celebrating the diversity of species and habitats, we will be looking at animals and their environments and how things grow. Following this, we will be looking at the forces that impact upon everything that we do (pushing, pulling, gravity etc) and power and pollution, recognising that not everything that we are responsible for can be celebrated.</p>
Art	<p>Using Pop Art painting and sculpture as inspiration for the whole school anchor. We will be exploring and looking at the theme of celebratory food this term. We will experiment with different media to produce 2D and 3D artworks typically associated with the theme of Celebration in traditional British and other cultures.</p>
Drama	<p>Through the subject drama students have the opportunity to explore the many aspects of celebration that underpins our individual, family and community as well as national and global celebrations.</p> <p>They will, also consider what is worthy of celebration, on a social and personal level and how to celebrate. Drama enhances the personal, social and emotional development of students. The personal skills and qualities developed by students in drama lessons – such as teamwork, creativity, respect for other opinions, empathy, leadership and risk-taking – are all invaluable skills which permeate home life, social life and, importantly, life at work.</p> <p>They will learn to identify the emotions and stresses that can be linked to celebrations. Through role play, hot-seating, thought tracking and mime. Through the anchor of celebration the pupils will deepen their understanding of themselves and others through the medium of drama enjoy additional social benefits such as better self-esteem and empathy for others and learn to work as a team.</p>
Food Technology	<p>This term we are going to celebrate the richness of celebrations throughout the year and across the world. We will focus on a variety of celebrations that shape our society and look at the foods that play a role in such celebrations.</p> <p>Pupils will continue to learn new skills while reinforcing those already visited and will be encouraged to explore a range of ingredients and flavours while cooking.</p>
Humanities	<p>For the students in the Exploratory Pathway, Celebration is an essential anchor because it provides us with the opportunity to celebrate in class! We will be using our 'Thinking Moves' to explore different celebrations in history and religions in an interactive and practical way, focusing on communication. Our starting point will be The Great Exhibition of 1851.</p>

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Lifeskills	<p>In Lifeskills this term we will be focusing on shopping, why we need to shop, how do we plan a shopping trip, writing a list, knowing how to find things in a supermarket, looking at prices and knowing what they can afford by using their money skills, paying for items, bagging items and to do all this as independently as possible.</p> <p>We also have a celebration wall and within lifeskills each child every week has to think of something they have done that they are proud of and that everyone can celebrate. This will go up on the celebration wall. In Friday's life-skills lessons we will use games, activities, role play, visits to shops, restaurants, libraries, cinemas etc to develop people and self-management skills.</p> <p>We will build confidence and competence in communication skills; teamwork and relating to each other; following instructions; problem solving thinking; trying something new and taking calculated risks. As well as reinforcing work on staying safe and staying fit and relaxing.</p>
PE	<p>In PE we are carrying on with the carousel activities. However, this term we will be completing different techniques.</p> <p>Technique one is stamina – pupils will have to race against a partner in collecting and putting back tennis balls on cones.</p> <p>Technique two – pupils will learn how to kick a ball into a net/target. They will score different points for different targets.</p> <p>Technique three – pupils will learn how to hold a hockey stick and to dribble a hockey ball. They will also then have to dribble a hockey ball around a little course. When pupils are confident with the hockey stick, they can then be timed to dribble the ball around the course.</p> <p>Technique four – throwing a bean bag into hoops that are at different lengths. Pupils will go head to head to score the most points. Each hoop is worth a different amount of points.</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>
Yoga	<p>In Yoga we are carrying on with our relaxation positions where the pupils learn how to relax through breathing and completing calming positions. We will be learning some new positions this term.</p>

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