

# BLACKFRIARS ACADEMY CURRICULUM PLAN

CLASS – AYNSLEY

AUTUMN 2023



Our anchor for this term is 'Belonging'

This has been particularly chosen because it is the start of a new academic year and we have lots of new students joining the Blackfriars' community and we therefore want them and everyone else to have a sense of belonging – that is, belonging to their Class, Pathway, House and School.

When you belong, you are an official part of a group ("I belong to Aynsley") or you're compatible with certain people or suited to a specific place ("I just belong in the Immersive Pathway"). A feeling of belonging describes this sense of truly fitting or meshing, especially with friends, family members, or others.

By explicitly concentrating upon building this sense of belonging, we will help our students to feel secure and confident, in themselves and in their relationships with others. Belonging gives us an opportunity to consider where we come from – at one level, our home and family, but at another level, communities beyond home and school – local, regional, national and international. We will also reflect upon the many different groupings that we do or might belong to, e.g. Youth Groups, organisations, workplaces, Faith groups, cultural groups etc

Subject	Content to be covered
Greeting	<p>Greeting is of utmost importance within Aynsley's curriculum this year as it provides many opportunities for students to practise, develop and become confident in their communication each morning, by using varying communication aids within the class. Alongside this, Greeting links very closely to the school anchor of 'Belonging' as students are encouraged to become aware of not only their belonging to Blackfriars Academy, but also to their new class, Aynsley. All students will aim to develop both their self-awareness through recognition of their written name, but also awareness of their peers through facial and name recognition, and counting the number of students in class each day. Greeting will also support students in outlining their day, identifying the day of the week, the weather and daily timetable.</p> <p>The skills applied and developed throughout this session will continue to be used and improved throughout all other curriculum areas, with communication at the heart of all that we do.</p>
Preparation for Adulthood	<p>Throughout Preparation for Adulthood (PfA) this term, students will explore and be exposed to a range of learning opportunities that will extend their knowledge of the four key areas of PfA: independent living, health and well-being, employment, and friends, relationships and the community. This will provide them with opportunities to practise a range of skills, including: development of fine motor and gross motor skills, making healthy food choices and exercise, washing, cleaning, communication and emotional regulation.</p>

	<p>One key focus of PfA this term will be using the school café to support our learning and allowing all students to feel a sense of 'Belonging' to the wider Blackfriars' community, linking to the school anchor. The café will provide opportunities for students to use their chosen form of communication to make choices, interact appropriately with others, whilst also practising the skill of exchanging money in order to buy from the café.</p>
Phonics	<p>Through the Phonics Twinkl Scheme and the school anchor of 'Belonging' students will learn and develop the foundations of Phonics, including recognition of environmental sounds, instrumental sounds and body percussion. The umbrella topic will be 'My House', which encourages students to recognise sounds which they may hear within the house through sensory activities. Some students will also be challenged through additional Phonics sessions to begin recognising some sounds, including 's', 'a' and 't'. All Phonics lessons will be an additional opportunity for students to continue working on their communication and interaction skills, through listening and responding appropriately, alongside appropriate turn taking and instruction following.</p>
Sensory English	<p>Aynsley's Sensory English curriculum will be based on both the National Curriculum and the Early Years Foundation Stage Curriculum, whilst also linking closely to the school anchor 'Belonging'. We will be exploring and immersing the students into Julia Donaldson's story 'Monkey Puzzle', which takes us on a journey to find the animal family which the monkey belongs to. Students will be encouraged to explore all of the animals throughout the story and in follow-up activities during each lesson, through frequent communication and the use of our five senses, whilst also developing their English skills and applying their Phonetical knowledge previously taught in the week.</p>
Functional Maths	<p>We will be taking part in weekly Functional Maths lessons, which are based on Preparation for Adulthood outcomes, EHCP outcomes and components of the National Curriculum. Our focus for the Autumn term will be the concept of 'number', including number recognition to varying levels, identifying more or less between groups and counting out objects. These are all skills required for everyday life; therefore, the lessons will be purposefully structured to enable students to practise and apply these skills – for example, using role play for students to count out a number of items in a shop.</p>
Music	<p>Music this term will closely follow the Phonics Twinkl Scheme for Level 1, which links to both recognising instrumental sounds and practising body percussion, in a range of ways (slowly, quickly, loudly, quietly). Alongside this, students will have regular learning opportunities for practising the following skills: communication using their AAC devices, choice making, making sounds, instruction following and exploring a range of instruments.</p>
Art	<p>Our Art curriculum will link closely to our sensory story from English, 'Monkey Puzzle', as we will be looking closely at each of the animals within the story, including their colours, patterns and textures – all key components of Art within the National Curriculum. There will be regular opportunities for students to explore a range of sensory materials and practise their colour recognition before creating pieces of artwork! Our Art lessons will involve both collaborative and independent activities, to support skills to enable students to work with others in a group, but also to practise independent focus.</p>

<p>Exploration of anchor</p>	<p>Each week, an afternoon will be dedicated to specifically exploring the school anchor of 'Belonging'. Our main theme will be immersing students into belonging to the class 'Aynsley'. This will be through exploring the patterns, colours and shapes in Aynsley's pottery before students have the chance to create their own! Alongside this, there will be opportunities throughout the term for students to take part in a range of activities across a range of curriculum areas, including Art, Sensory Science, Music, Movement, PSHE and more. All activities will also work towards students achieving their EHCP and Preparation for Adulthood outcomes.</p>
<p>Breakfast Club</p>	<p>Preparation for Adulthood and students' individual EHCP outcomes are core to their development, and are therefore the foundations of Breakfast Club, which is an essential aspect of our curriculum this year. The session will offer students the opportunity to practise key life skills, whilst also encouraging effective communication and interaction. The structure will involve students using their chosen form of communication to make choices of food and drink, making the food and drink (e.g. pouring a juice or buttering the toast) and sitting appropriately, whilst having day-to-day conversation with their peers and staff. This will also reinforce the importance of 'Belonging' to Aynsley Class!</p>
<p>PE</p>	<p>Miss Buckton-Garratt's lesson .....</p> <p>Over the Autumn term, we will be focusing on the whole range of our P.E. concept abilities, including the themes of Agility, Balance and Co-ordination, which will support the development of transferable skills from P.E to everyday life. Through activities such as yoga and the parachute, we can simultaneously ensure students feel a sense of 'Belonging' through their personal well-being. All activities are also geared towards their personal EHCP and Preparation for Adulthood outcomes. Some students will also have the opportunity to access therapeutic activities, which will take place through Sensory Circuits and Rebound Therapy, so to cover our Personal, Physical, Social, Cognitive, Creative and Health abilities.</p> <p>The aim of the Sensory Circuits programme is to facilitate sensory processing and sensory integration, and to allow children to be in the optimum state of alertness, ready for learning. In the longer term there appear to be many other benefits which include: Improvements in self- esteem Development of physical skills – learning to skip with a rope, perfecting jumping, hopping, balancing or throwing 'Waking up' and more readily engaging in group activities, Increased focus and attention and an improved ability to settle down to work, Quicker, more effective dressing skills Opportunities to engage in specific learning while taking part in the circuits, eg: times tables can be recited while bouncing on trampettes, Improved communication skills . The circuit has three sections; Alerting, Organising and Calming.</p> <p>Rebound therapy should be seen as an integrated part of the child's movement program. Rebound therapy has a unique effect on the body's organs, systems and muscles. The cardiorespiratory 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>

PE

Mr O'Connor's lesson .....

In the Autumn term the Immersive Pathway will be concentration on the whole range of our PE concept abilities linked into our whole school topic of belonging. We will continue the consistent theme of their Agility, Balance, Co-Ordination activities to maintain and develop transferable skills from PE to everyday life. We can then use their sense of belonging to enhance their personal wellbeing, to feel good and function well.

All activities are geared towards their personal EHCP and Preparation for Adulthood targets. Therapeutic activities will take place through sensory circuits and rebound therapy so to cover our personal, physical, social, cognitive, creative and health abilities.

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