

BLACKFRIARS ACADEMY CURRICULUM PLAN

CLASS - CLARICE CLIFF

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 Clarice Cliff") 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

Across all sessions students will have the opportunity to explore, realise, anticipate and some will show persistence and initiation in a range of learning opportunities that will extend their knowledge.

Subject	Content to be covered
Sensory Story	This unit of work will build upon students' developing ability to engage. Students will explore and be immersed in an interactive session which offers a range of learning opportunities that will support them in their development of interaction skills. The class Anchor will be focused on 'Belonging' and will see us explore through multi-sensory experiences the story 'The Wizard of Oz'. By customising the 'The wizard of Oz' story book, which appears to suggest it is not always immediately apparent where a person belongs, but sometimes, it can be necessary for a person to search for and discover what makes them feel they 'BELONG' we will take an immersive route through the senses. The story will encourage us to explore surroundings, music, enjoyment, smells and different physical feelings through touch. It is a repetitive session to provide students the opportunity to anticipate what is coming next and what is expected from them and to immerse them in a language rich environment.
Greeting	This unit of work will build upon students' developing ability to communicate and engage. Students will explore and be immersed in an interactive session which offers a range of learning opportunities that will support them in their development of communication skills. This will be our formal registration and communication session. It is a repetitive lesson where students are provided with opportunities to anticipate what is coming next and what is expected from them. All students will have individual targets specific to their means of communication (this could be; BigMac, Step by Step, PECs). Opportunities will be provided to practice the following skills- anticipate routine, instigate their turn, give a greeting to respond to their name, self-recognition and

	<p>recognition of others creating opportunities to become familiar with identities and uniqueness and following instructions, so that they become more expert at them. This session provides the opportunity to explore this terms anchor topic 'belonging' as we become more familiar with belonging to Clarice Cliff.</p>
Sensology.	<p>Sensology will provide students with the opportunity to react to a range of activities that stimulate the senses. Students' responses are recorded.</p> <p>They will use all of their senses (unless impaired), <i>Sight</i>, tracking of lights and objects, <i>Listening</i>, different sounds and at differing volumes, <i>Smell</i>, lots of smells linked to the theme, <i>Taste</i>, tasting different items linked to the theme where students can show likes/dislike, <i>Touch</i>, holding and manipulating objects and <i>Proprioceptive</i>, moving in space and time recognition of self and where their bodies are in space.</p>
Cooking	<p>A range of resources will be used to enable us to prepare our own breakfast or make a snack. Students will be immersed in their learning through auditory and visual props and prompts that will accompany the objects presented. This is a wonderful opportunity for students to control their responses and interactions. Through making choices and expressing preferences during their breakfast session allows the students to indicate their likes and dislikes.</p> <p>This session will provide opportunities to:</p> <ul style="list-style-type: none"> · motivate responses and expression from the students · encourage anticipation and initiation by providing them with stimuli that offers them to expect and/or predict throughout the session. · Control · Cause and effect · Choice and preference. · They may anticipate that the activity is about to start or finish by interpreting cues or prompts such as auditory (what they hear), tactile (what they feel) and visual (what they see).
Out in the Community	<p>This unit of work will build upon students' developing ability to engage, encounter and experience their surroundings and new environments, alongside, familiar environments and <i>their</i> surroundings fitting perfectly with this terms topic of 'Belonging'. Students will explore and be immersed in an interactive session which offers a range of learning opportunities that will support them in their development of interaction skills.</p> <p>The class Anchor will be focused on 'Belonging' fitting perfectly with this session as we explore and encounter the world around us. We will explore through multi-senses and encounter and experience the different surroundings. With going out into the community students will be experiencing a range of different places and activities, working on transferring their skills from the school setting and adjusting appropriately.</p>
Art	<p>In Ms Hutchinson's lessons</p> <p>Students will engage with patterns, materials, textures and colours presented to them and explore ways of using and manipulating resources. Exploring mark making, choice, cause and effect, tolerating materials and showing likes and dislikes.</p>

	<p>In Ms Slight's lessons</p> <p>This term, students in Bridgewater will be exploring the work of the Pop Art Movement of the 1950s. Artists were influenced by imagery from popular mass culture such as advertising, comic books and mundane mass produced objects.</p> <p>A popular culture helps to create a feeling of belonging to a society which is this term's anchor. Students will look at Pop Art images from the 1950s and explore language as inspiration for their own graphic artworks.</p>
<p>Music</p>	<p>This unit of work will provide students with the opportunity to experience music through their senses. Focusing particularly on the sense of sound and touch. A range of resources will be used to enable us to create music including instruments, movement and interactive equipment. A wonderful opportunity for students to control the pace, volume and rhythm and for intensive interaction and mirroring to take place. Through making choices and expressing preferences allows the students to indicate their likes and dislikes, creating celebration through sound. This term they will experience music from around the world.</p> <p>This session will provide opportunities to:</p> <ul style="list-style-type: none"> · motivate responses and expression from the students · encourage anticipation and initiation by providing them with stimuli that offers them to expect and/or predict throughout the session. · Control · Cause and effect
<p>Fun, Creative, Sensory Music</p>	<p>Opportunities to explore gross motor movements and awareness of self in time and space. Students will respond to and anticipate movement from familiarity of routine and initiate turns to roll the dice that will leads us to follow simple instructions to complete that will see us up and exploring sound and movement in an exciting way. Accompanied by a range of sensory light resources the session will provide opportunities to further excite senses and being physically involved will aim to provide a sense of accomplishment. Movement with purpose is encouraged. This session will help to regulate students.</p>
<p>Physical Movement, Rebound Therapy & Sensory Circuits</p>	<p>Mr O'Connor's lessons</p> <p>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.</p> <p>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.</p>

	<p>In Ms Hutchinson's lessons</p> <p>Rebound & Sensory Circuits: Students will take part in adventurous activities that allows for change of position, exploring the space and equipment around them with adult support. They will be given the opportunity to make choices and control their activity.</p> <p>Opportunities to engage in</p> <p>Exploration - equipment, space, movement</p> <p>Realisation - that their movement is making something happen, that using their voice/sound an adult will start/stop an activity</p> <p>Anticipation - that the activity and action will be repeated</p> <p>Persistence - persist with an independent movement so that they stretch, reach, roll with limited support</p> <p>Initiation - interact with an adult letting them know they want to start/stop/repeat using their means of communicating</p> <p>Rebound Therapy. This will involve the child being on the trampoline and a qualified member of staff applying a gentle rocking or bouncing of the trampoline. This movement will improve health and fitness and greater independence, whilst fun enjoyment and the opportunity to succeed are of paramount importance. Students are withdrawn for the activity one at a time.</p> <p>Sensory circuits. Provide students with the opportunity to be out of their chair, stretch, roll and work with an adult on mats and large soft equipment, standing frames and physio balls. For those that are able there are swings, balance beams and trampettes to stimulate movement and sensory feedback.</p>
Land Based Studies	<p>Students will engage with their surroundings and outdoor environment to promote their independence skills, their awareness and exploration abilities using multi-sensory skills. We will look at focusing on appropriate skills and understanding of their close environment around school.</p>

CLARICE CLIFF