

BLACKFRIARS ACADEMY CURRICULUM PLAN



CLASS – DUDSON

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 Dudson") 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
Greeting	<p>Communication is an integral part of the daily routine in Dudson class. It is at the centre of all the work we do during the school day and each session is tailored so that students are given the opportunity to develop their skills in this area continuously. Our structured 'greeting' session is where students are given the opportunity to explore and expand on their communication skills. We discuss as a group who is here at school today, allowing each student time to try and identify themselves. We also communicate about the days of the week, how many students are here and what we are doing each day. The purpose of these activities is to model communication and allow students the opportunity to interact and respond. Students have access to individualised communication systems offering them opportunities to take part whilst working on both expression and receptive skills.</p> <p>Engaging and interacting in our greeting sessions through acknowledging ourselves, our peers, reflecting on our news from home, listening to stories from our peers and staff, conversing in key events happening in and out of school is all intertwined with our anchor of 'Belonging'. Belonging together as a group that is Dudson, as part of a class, a school and our community.</p>

Music	<p>This unit of work will build upon students' developing ability to communicate and engage. Students will explore and be immersed in a musical session which offers a range of learning opportunities that will support them in their development of expressive and receptive communication skills. By the end of the unit, we want students to have developed their understanding of key vocabulary such as stop, go, loud, quiet, start, finish, more, less etc through the motivation of engaging in and participating in music. Students will practise the following skills - following instructions, taking control, making decisions and choices, making sounds, experimenting with music, so that they become more expert at them.</p>
Sensory Story	<p>This unit of work will build upon students' developing ability to communicate and engage. Students will explore and be immersed in a story telling session which offers a range of learning opportunities that will support them in their development of expressive and receptive communication skills. By the end of the unit, we want students to have developed their basic literacy skills such as experiencing, engaging and enjoying a fictional piece of text.</p> <p>During our story telling sessions, students will practise the following skills - following instructions, taking control, answering questions, recalling information, making decisions and choices, commenting and offering opinions, so that they become more expert at them.</p> <p>This term we are reading 'A Stick and a Stone' and each lesson we will explore sensory stimuli linked to the story, a book chosen specifically because it explores how belonging to friendships supports us.</p>
Sensology	<p>The aim of Sensology is to provide students with the opportunity to experience varying sensory stimuli. This session enables students to develop key skills such as anticipation, engagement, exploration and persistence. Students are encouraged to comment and share their likes and dislikes as they explore the sensory resources and begin to recall the pattern of the session. Sensology also aims to enable students to become more aware of their senses and their uses, encouraging students to use senses appropriately to explore stimuli.</p>
Sensory Play	<p>Students will be immersed in a weekly sensory play session which consists of a carousel of activities to arouse the senses and engage our students into free play.</p> <p>Play is crucial to enable our students to develop learning to learn skills, especially those specified in the engagement model.</p>
Tac Pac	<p>TACPAC draws together touch and music to create a structured session which aims to consist of sensory communication between our students and the staff supporting them. TACPAC creates sensory alignment and is a very specific method of working with students with complex needs. In each session we engage with a set amount of resources set to music. Students are given opportunities to develop their communication through engagement in the session and intensive interaction with an adult.</p>

PE	<p>In the Autumn term the Immersive Pathway will be concentrating 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 to support their personal, physical, social, cognitive, creative and health abilities.</p>
Art	<p>This unit of artwork will link to the theme of the anchor Belonging and the specific theme of bees as an extension to Dudson's class work.</p> <p>The lessons are based upon sensory explorations and experiences of art materials. Throughout Art sessions this term, students will be exploring a range of learning opportunities that will extend their knowledge of bees and provide them with opportunities to practise the following skills; collage, printing, using textured fabrics, so that they become more skilled at them.</p>

CLASS – DUDSON