

# BLACKFRIARS ACADEMY CURRICULUM PLAN

CLASS – AYNSLEY

AUTUMN 2024



When deciding what Anchors 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 something that anchors all other learning?

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 this may mean helping them to use their 'Voice' to ensure their views, hopes and aspirations for what they want 'their world' to be like are heard. For others, this means that they can become more aware of the environment around them.

We are starting our academic year by focusing upon the anchor of '**IN THE BEGINNING**'

This gives us an opportunity, as a whole school, to explore who we are and where we have come from. Students have moved to a new class or a new school and the anchor encourages us to think about everything that has gone before – years in primary school, academic years at Blackfriars etc, to think about lessons learned and how they can be applied to the new and exciting things to come. We will also be looking ahead, developing an understanding that every day is a new day, starting with positive thoughts and expectations.

We will develop a 'Preparation for Adulthood' profile that not only establishes where we currently are but also your and our parent/carer aspirations for the future.

In the Immersive Pathway, we will be focusing upon understanding each child as an individual, their strengths and needs, their likes and dislikes so that moving forwards. We have the knowledge of how we can immerse them in our exciting curriculum which will promote their tolerance, engagement, communication, independence and understanding.

Subject	Content to be covered
Greeting	<p>Greeting is of utmost importance within Aynsley's curriculum this year, as it provides many opportunities for all students to practise, develop and become confident in their communication each morning, by using varying communication aids and systems within the class. Alongside this, Greeting links very closely to the school anchor of 'In the Beginning' as the class begin their new academic year, and welcome some new students into Blackfriars Academy too. 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. Students will work on their number skills through 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 the 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 year, students will explore and be exposed to a range of learning opportunities, which will extend their knowledge and skills around the four key areas of PfA: Independent Living, Health and Wellbeing, Employment/Volunteering, and Friends, Relationships and the Community. This will provide students 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/sensory regulation.</p> <p>As our school anchor this term is 'In the Beginning', all students will be beginning their own personal journey to support their Preparation for Adulthood. For some students in the class, their focus will be on revisiting and refining some skills explored in previous years; and for new students to the class, their focus will be on beginning to develop these skills. For all, the aim is for students to begin to be as independent as they can.</p>
Phonics	<p>Phonics this term will begin with practical and interactive sessions which will determine the Phase which students in Aynsley are working towards, against the Twinkl Phonics Scheme. Students will then work towards building their knowledge, skills, and application of Phonics at the most appropriate Phase for them as individuals.</p> <p>All students will have the opportunity to work as a small group in multi-sensory Phonics activities on a weekly basis, with Daily Phonics practise during Registration and Intervention time, to follow up their learning.</p>
Sensory English	<p>English will be taught through a multi-sensory approach, utilising our 4D room to immerse the students into a story, which will link to our school anchor 'In the Beginning'. The use of sensory objects, and songs/music, alongside visuals and colours will all support the engagement of students in our sensory story. This will be a repeated and structured session, where new elements are introduced at appropriate times, dependent upon student participation, engagement, and recall of the story. Sensory English will support students' communication, through consistent use of symbols, signs, and Standard English – all modelled by the teacher and staff supporting the class.</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'. As the school anchor is 'In the Beginning', we will begin by taking part in practical activities to determine the skills and knowledge which students have already mastered, before moving onto developing the range of understanding amongst the class. Activities will focus on number recognition to varying levels, ordering numbers, identifying more or less, and students will be exposed to some mathematical operations, including addition and subtraction – these components will be taught and explored through structured, practical and sensory activities to engage and support students in their learning.</p>

Music	As our anchor this term is 'In the Beginning', will be begin by considering some important vocabulary within music, which will create the Music rules for the rest of the year. The vocabulary we will focus on will also link to Phase 1 Phonics of the Twinkl Phonics Scheme, including 'go', 'stop', 'quiet', 'loud', 'fast', and 'slow'. This vocabulary will support communication too, through the use of verbal communication, signs, and symbols. Students will be introduced to an instrument per week to begin with, before building up to multiple instruments. Music will be a structured and purposeful session which allows students opportunities to explore something new, develop communication skills, and support sensory and emotional regulation through using instruments appropriately as an outlet.
Art	Students in Aynsley will be introduced to and immersed in a sensory exploration of self-portraits as a way of expressing their own individual personalities. They will explore mixed media and look at different artists' work to inspire their own artworks. Students will be assisted in focussing on self-expression in this work.
Exploration of Anchor	The anchor this term is 'In the Beginning', and each week we will have an afternoon dedicated to specifically explore this as a class. As it is the beginning of a new school year at Blackfriars, where we are welcoming back students, but also welcoming new students too, we will be considering what it means to be a member of the Blackfriars Community, but also what it means to be in Aynsley Class. We will explore learning around PRIDE, the school environment, and also creating some pieces of work which relate to Aynsley pottery. Exploration of the Anchor sessions, will involve 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.
Breakfast Club	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 encouraging effective and purposeful communication and interaction. The structure of the session will involve students using their chosen form of communication to make choices of food and drink, making their chosen breakfast, and sitting appropriately, whilst having day-to-day conversations with peers and staff.
PE	<p>Over the Autumn term, we will be focusing on the whole range of PE concept abilities, including themes of Agility, Balance and Co-ordination, which will support the development of transferable skills from PE to everyday life. All activities within the PE curriculum are geared towards their personal EHCP and PfA outcomes. Some students will also have the opportunity to access Sensory Circuits and/or Rebound Therapy. All students will have access to weekly Swimming sessions also.</p> <p>The aim of the Sensory Circuits programme is to facilitate sensory processing and sensory integration, and to allow students to be in the optimum state of alertness, ready for learning. In the longer term, there appears to be many other benefits which include: improvements in self-esteem; development of physical skills – learning to skip with a rope, jumping, hopping, balancing, or throwing; 'waking up' and being more readily engaged in group activities; increased focus and attention; and an improved ability to settle down to work. There are three sections to the Sensory Circuits: Altering, Organising, and Calming.</p>

	Rebound Therapy should be seen as an integral 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 the heart rate and respiratory rate increases. Muscle tone can be increased or decreased by activating the muscle spindles and stimulating the sensory system.
Enrichment Therapies	Our Enrichment Therapies session will take place on Friday afternoons and will support students in developing their progression towards both their EHCP and PFA outcomes. The aim of the session is to allow students the opportunity to experience a range of activities which will support their communication, regulation, physical and/or sensory needs, and social, emotional and mental health needs.
Community visits	A key element of Aynsley's curriculum will be the opportunity to go on a range of community visits. 'In the Beginning' of the year, we will be settling into our new environment – whether that be a new school, a new class, or a new classroom– dependent upon the individual circumstances of the students in our class. We will consider the rules for going out on community visits, and build up to becoming accustomed with the school minibuses. The aim is for students to take part in a small number of local community visits by the end of the Autumn term.

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