

BLACKFRIARS ACADEMY CURRICULUM PLAN

CLASS - CLARICE

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.

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	<p>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 our student's development of their communication skills. The class anchor will be focused on 'In the Beginning' and will see us explore through multi-sensory experiences the story 'The Reflection in Me!'.</p> <p>The story will encourage us to explore surroundings, music, 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. The session will provide opportunities to explore emotions, curiosity and positive interactions. We will be immersed in to our own journey and explore being individuals and a class team.</p>

Greeting	<p>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. It is a repetitive session 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).</p> <p>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 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 promotes realisation/ recapping and acknowledgment of a familiar structure and/or routine.</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 to monitor engagement and progress.</p> <p>They will be encouraged to use all of their senses as appropriate, <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 / Breakfast Club	<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 practise controlling their responses and interactions. Through making choices and expressing preferences during their breakfast session allows the students to indicate their likes and dislikes. Building on those future life skills.</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).

<p>Out in the Community</p>	<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.</p> <p>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 'In the Beginning', fitting perfectly with this session as we explore and encounter the world around us and embark on a weekly journey together, familiarising ourselves with how a journey begins and what happens as the day unfolds.</p> <p>We will explore through our senses and encounter and experience the different surroundings and pay attention to how we got there (often via the school mini bus). Going out into the community means that our students will be experiencing a range of different places and activities, working on transferring their skills from the school setting and adjusting appropriately.</p>
<p>Art</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>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.</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 · intensive interaction opportunities · 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). Initiation is promoted as they are encouraged to stay on task. <p>We aim to immerse our students in a language rich reading environment through the use of songs, where they can experience the prerequisites of learning- self-awareness, and a sense of rhythm. Opportunities are given for them to understand and enjoy their world through an appreciation of space, patterns and rhythms, which are the pre-requisites to numeracy.</p>

<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.</p> <p>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>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. Opportunities to engage in;</p> <p>Exploration - equipment, space, movement Realisation - that their movement is making something happen, that using their voice/sound an adult will start/stop an activity Anticipation - that the activity and action will be repeated Persistence - persist with an independent movement so that they stretch, reach, roll with limited support, 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 experiencing fun and enjoyment, with the opportunity to succeed 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>
<p>Real World Play (employment)</p>	<p>Students will work towards building positive relationships and social connections, this session will promote curiosity, independent skills, resilience and confidence.</p> <p>The world around them will be explored with a range of resources and tools providing the opportunity to develop engagement through acting out and making sense of real-life situations, exploring, investigating and experimenting in an immersive environment, whilst encouraging cooperation, sharing and turn taking. By paying attention and sharing experiences will help explore feelings, ways to express themselves and work out different aspects of life though Real-World Play.</p>

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