

BLACKFRIARS ACADEMY CURRICULUM PLAN

CLASS – AYNSLEY

SUMMER 2025



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.

This term's anchor is 'Stories'.

We have prioritised this as a school because we believe that the thing that makes us human is the stories (real and imagined) that each of us has inside. We are all storytellers from the very earliest days of our lives. Helping young people to 'tell' their stories is very important to their social, emotional and cognitive development, especially communication and literacy.

We will be looking at different forms of story-telling – traditional books and oral story telling but also poetry, song, movement, pictures, and plays. Sometimes, our stories will be explored tactually exploring items collected on a walk, sometimes stories will be explored critically – do you think that this really happened or do you think the story teller was trying to teach us a lesson through the story?

We will also focus upon different types of stories – for those students leaving Blackfriars in the summer, we will be collecting together the story of their time here in our Academy, for other students, we will be focusing upon stories that help them to cope and develop – social stories that will support them to take their next steps towards adulthood. The stories that we will all be focusing upon will support the development of our students' memory and imagination. There will be an emphasis upon family stories and cultural stories which we hope will positively impact upon our students' mental health as they hear stories about diverse cultures and different identities.

Most importantly, stories help us understand others and ourselves. We feel empathy with the characters we encounter in stories. This ability to learn from stories is a skill that will help our students throughout their lives. In addition to academic goals, the stories will enrich their lives and provide guidance as they prepare for adulthood

Subject	Content to be covered
Greeting	Greeting is of upmost 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. 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>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>
Breakfast Club	<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 continue to practise key life skills, whilst encouraging effective and purposeful communication and interaction.</p> <p>The structure of the session will involve students developing their organisational skills and developing sentence structure using their chosen form of communication to make it clear what equipment they will need, and to make their own choices of food and drink, before making their chosen breakfast, sitting appropriately, whilst having day-to-day conversations with peers and staff.</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.</p> <p>PSHE is also a key element of PfA, and we will be participating in two PSHE Days this term, one with the theme of 'Healthy Living', and the second of 'The World I Live In' – these topics will provide a basis for follow-up practical PfA sessions.</p>
Phonics	<p>Our Phonics sessions will follow the Twinkl Phonics Scheme, and students will complete sessions in small groups dependent upon the phase which is appropriate for them as individuals. Phonics sessions will be adapted, so they are also a sensory experience, supporting the embedding of knowledge, skills and understanding.</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 new and exciting story, linking to our school anchor 'Stories'. 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.</p> <p>Sensory English will support students' communication, through consistent use of symbols, signs, and Standard English – all modelled by the team 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 Summer term will be the concept of 'money', including recognising and completing the exchange process in order to make a purchase, and transferring this into real-life scenarios. Students will also be exposed to the feel, colours, and shapes of different coins, through practical learning sessions. This knowledge will be beneficial for everyday life; therefore, the lessons will be purposefully structured to enable students to practise and apply this knowledge alongside Preparation for Adulthood skills.</p> <p>We will also continue to build on and maintain our knowledge, understanding and application of skills involving Number. Activities to support the 'Number' topic will be completed on a one-to-one basis or small group session during morning registration interventions.</p>
Music	<p>In Music this term, sessions will link closely to EHCP and Preparation for Adulthood outcomes, to support students in developing communication skills, gross and fine motor skills, strategies to regulate, and recognising key vocabulary through signs and symbols. Students will have the opportunity to make independent choices to explore a range of musical instruments, whilst following along to a range of songs – mainly focusing on stop, go, loud, and quiet. The sessions will end with calming movement using ribbons and scarves, by both the students themselves and the class team supporting.</p>
Art	<p>Over the Summer term students will be looking at different stories that artists want us to see when we look at their paintings or artworks. We will explore the relevance of the colours and techniques that the artists use to tell their story.</p> <p>The first artist whose work we will be looking at is Vincent Van Gogh and we will use research to understand the times and the culture of artwork of the period that he produced the main body of his work. Students will learn to use similar techniques to paint, collage and print in Van Gogh's style and produce their own artworks.</p>
Exploration of Anchor	<p>The anchor this term is 'Stories'. To work towards developing our learning around this anchor, our Exploration of Anchor sessions will link closely to our chosen sensory story. Students will have the opportunities to participate in a range of activities, which involve a range of subject areas, including Art, Performing Arts, Design & Technology, amongst others. Activities will help to bring the story to life, and immerse the students even further. EHCP and Preparation for Adulthood outcomes will also be at the core of these sessions, supporting students to develop individual skills.</p>
Communication/Sensory Exploration	<p>Thursday afternoons will provide opportunities for students to develop interaction and social skills further through their chosen method of communication. Activities will be facilitated through a multi-sensory approach, which allows for students to independently explore various materials, textures, smells, tastes, sounds, and sights, whilst also sharing the space with their peers. The focus of the activity will vary, and link to our sensory story, or a key event which is happening – for example, the seasons or celebrations during the year. Activities will involve the use of symbols, to expose students to a language-rich environment too.</p>

Sensory Movement	<p>Sensory Movement this term will provide space and opportunities for students to move around to different environments – outdoors, the Sports Hall, or the 4D room – and experience a range of physical activities based on individual EHCP and Preparation for Adulthood outcomes. These could include changes in position, stretching through yoga, using physical management equipment, exploring and following the 4-part structure to a sensory circuit, practising throwing and catching, participating in games such as bowling or boccia, and exploring soft-play equipment.</p> <p>All students will also have the opportunity to attend swimming sessions, and for some students, they will also experience Rebound sessions on 1-1 basis.</p>
Enrichment Therapies	<p>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 activities which will support their communication, regulation, physical and/or sensory needs, and social, emotional and mental health needs.</p> <p>One of the key forms to support student's in achieving, is through sensory massage, which will be a common activity during these afternoons. This allows students who require it, to have a change of position, whilst following instructions and movements along to calming songs, supporting positive regulation.</p>

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