

BLACKFRIARS ACADEMY CURRICULUM PLAN

CLASS - DUDSON

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

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.

Session	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.</p> <p>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>Linking to our anchor 'stories', greeting is also a chance for students and adults to share stories from their lives. Whether it be news from the weekend, what we had for tea last night or what our future holiday plans are. It is all an excellent opportunity to take part in natural conversation and see expressive and receptive language modelled.</p>
Sensory Play	<p>Within Dudson, Sensory Play continues to be an integral part of the timetable. This session will again be linked to the anchor to reinforce previously learnt knowledge. The students will be given time to explore various sensory objects, toys, and activities to gain knowledge of their likes and dislikes, with various levels of support from a familiar adult – with the aim of encouraging as much independent exploration and engagement as possible.</p>
Home Cooking	<p>Students in Dudson will have the opportunity to partake in sensory cooking sessions, students will be introduced to new flavours, textures, and smells linked to the celebrations and seasonal foods.</p> <p>Students will experience and practise using different utensils and equipment to continue to expand their tolerance of trying new things. Students will be guided and supported by adults from the class, to support these skills linked to their Preparation for Adulthood outcomes.</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>

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. This term we will be going on a journey underwater, linking into our story 'Tiddler'.</p>
Sensory English	<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 'Tiddler' by Julia Donaldson and each lesson we will explore sensory stimuli linked to the story. Tiddler is the story telling fish, making up lots of tales and adventures and sharing them with his friend who loves to listen - Johnny Dory. Students will be adventuring with Tiddler and we will further explore the stories he tells during other sessions in the week.</p>
Sensory Art	<p>Our anchor this term is "Stories". Art will be focused on this term's sensory story, "Tiddler". We will continue the inclusion of celebrations that take place around the world, looking at how other cultures celebrate throughout the year as a basis for our Art curriculum also. We will record these events through different media and materials, exploring the textures, smells and sounds that the materials can make. Art will provide many opportunities for communication development and choice making, which are core skills for our students to work on.</p>
Enrichment / 4D Room	<p>Students will explore the 4D room and be fully immersed in the sensory experience, we will use this opportunity to use the Cosmo equipment. We will enjoy sensory massage and relaxation sessions.</p>
Sensory PE	<p>Sensory PE is an opportunity for us to focus in on our students' physical needs in a relaxed yet motivating manner. Every week we will access a carousel of activities, mainly happening within our 4D immersive room. These will include; mini yoga sessions where students take part in passive and active stretching to gentle music, sensory massage which follows along to a selection of songs and stories, interactive games and activities within the 4D room where they are able to participate in games.</p> <p>We will also have opportunities to partake in other more active sports such as boccia, parachute and turn taking games, increasing interaction between peers and developing communication skills alongside physical targets. As the weather brightens, we will also be taking an opportunity to head outside more and get active there.</p>

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