

BLACKFRIARS ACADEMY CURRICULUM PLAN

CLASS – GLADSTONE

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
English	<p>This term, students will be continuing to work towards their qualifications in English studying AQA Step up to English at Silver (E2) and Gold (E3) and AQA Functional Skills English at L1.</p> <p>For students working towards their entry level and level 1 exams the aim is to prepare students not just for their qualifications but to build literacy skills needed for everyday life. To this end they will be reading a range of newspaper and magazine articles, extracting and using the information for a</p>

	<p>given purpose. Students will also be planning and writing emails, letters, blog posts and emails for a range of purposes.</p> <p>For students taking GCSE English qualification – they are focusing on Key Shakespeare Sonnets and learning the skills of language analysis required for the English Language Paper.</p> <p>Lexia will continue to underpin the students work, with the expectation that they will undertake Lexia sessions at home for up to 30 minutes per week.</p>
Maths	<p>This unit of work will build upon students' knowledge of money, time, measure, shape and space. The lessons are based on NCFE and AQA Entry 2, 3, level 1 qualifications.</p> <p>This term students in Gladstone will continue to work towards their qualifications in mathematics, completing units of work towards this. This half-term, students will be revising and developing their work across all strands of mathematics as well as working on STEM challenges to improve their problem-solving skills.</p> <p>Throughout maths this term, we will be using the school anchor 'stories' to focus our learning. Students will put the skills they have learned over the course of the year into practise during revision sessions, as well as through a series of problem-solving challenges and real-life scenarios to improve their knowledge and mastery of their functional maths. Through questioning, students will be able to further explore their understanding and justify their answers, so that they become more expert at applying this knowledge in real-life situations.</p>
Science	<p>In science, during the Summer term, students in Gladstone will study the '<i>Science and The Human Body</i>' unit of the ASDAN Lifestyle Challenge. They will learn about the functions of major body systems, such as the heart, lungs, brain, stomach, liver and kidneys and explore how these systems work together to maintain health.</p> <p>Students will also investigate factors that can affect human health, including lifestyle choices and environmental influences. Through practical investigations, they will examine how exercise impacts the body, particularly how heart rate changes with physical activity and draw conclusions about the relationship between heart rate and fitness.</p> <p>Additionally, students will identify ways in which the body protects itself from infection, exploring defence mechanisms like the immune system and skin. This unit will help students develop a deeper understanding of the human body and the importance of maintaining good health.</p>
Art Award	<p>Students are continuing their course in producing a body of developmental work that shows their progression from a starting point to a final completed composition. The theme of the work is 'Celebration' and students have chosen their own interpretations of this title. They will present their artwork on design sheets which will form their own portfolios.</p>

Performing Arts	<p>This term, students enrolled on the Performing Arts NCFE qualification will continue working on and complete their current unit of study as they prepare for their end-of-year summer performance. Building on the skills they have developed so far; students will take part in rehearsals and behind-the-scenes preparations to bring a performance to life. They will deepen their understanding of the performance process by exploring key areas such as character development, stagecraft, and teamwork.</p> <p>The term will conclude with a live performance in the summer show, where students will have the opportunity to share their talents with peers, staff, and families - celebrating their hard work and creativity while successfully completing their unit of work.</p>
Computer Science	<p>This unit of work will build upon students' knowledge of presentation software. The lessons are based upon the level 1 and level 2 NCFE ITQ qualifications.</p> <p>Throughout computer science this term, we will be using the school anchor 'stories' to focus our learning. Students will challenge themselves to improve their knowledge of presentation software, alongside developing their keyboard skills and question how they can edit their work to improve the quality and its appropriateness for the given brief and target market.</p> <p>Students will have a range of learning opportunities that will extend their knowledge of types of presentation software elements, input devices and file formats. as well as provide them with opportunities to practise their computer skills and present to the class.</p>
Home Cooking	<p>They will be continuing with finishing off the last parts of their ASDAN Life Skills Challenge unit "Cooking a Variety of Breakfast foods." Once this is complete, they will be cooking recipes from stories, as this is the anchor for the summer term. We will be discussing our favourite stories and what food the characters eat or cook in the story. This could be something from the Great Hall at Hogwarts, the famous chocolate cake from Matilda or honey biscuits from Winnie the Pooh. They will then vote on the recipes from these stories they would like to do and then cook them each week.</p>
Humanities	<p>Students in Gladstone are continuing and completing their Lifeskills Challenge on the Cuban Missile Crisis, 1962. They will achieve either an Entry 3 or Level 1 certificate. Our study includes a visit to Cosford RAF museum in the Cold War hangar, as well as a number of practical challenges such as building a model of Cuba and completing a spy mission. Written work is also a component of the course and applied literacy skills are developed.</p>
PE	<p>For the first part of the summer term, we will be visiting a local Boxing gym. Boxing activities will be tailored to suit Gladstone students, with an emphasis on developing coordination, balance, and self-control in a safe and supportive environment. Non-contact drills, simple punching and footwork exercises, and boxing-inspired games will focus on improving motor skills, building confidence, and promoting self-expression. The lessons will be structured to allow students to celebrate their personal progress, using boxing movements as a way to tell stories of personal growth, strength, and perseverance.</p> <p>We will also partake in cycling activities at a local lake facilitated by the Green Door Cycling Company. Cycling will offer the students the opportunity to improve mobility, coordination, and confidence. Whether through adapted bikes, tricycles, or supportive equipment, students will engage in safe, guided</p>

	<p>cycling activities that range from simple rides to fun, structured cycling challenges. The activity will help students improve their physical fitness while encouraging independence. As they cycle, students will be encouraged to imagine their journeys, using their experiences to tell stories of exploration, challenge, and achievement.</p> <p>We will also look to incorporate some canoeing activities into the curriculum. Canoeing will offer students a chance to develop teamwork, coordination, and water safety skills as they navigate different water-based challenges. Students will learn how to paddle, steer, and work collaboratively to manoeuvre the canoe effectively. The activity promotes resilience and perseverance, as students can reflect on their experiences paddling through different conditions. This also ties into the storytelling anchor, where students can share their canoeing journeys, describing the challenges they overcame and the adventures they experienced on the water.</p>
Preparation for Employment / Work Skills	<p>Students will build on their previous experience and reflect on feedback as they complete two more placements. They will continue to develop the skills required in varied and different workplaces and begin to consider what they would like to do in the future.</p> <p>All work will be captured in the Lifeskills Challenge workbook.</p>

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