

BLACKFRIARS ACADEMY CURRICULUM PLAN

CLASS – MOORCROFT

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, Moorcroft will be exploring the school's anchor theme of 'Stories' through the tale of <i>The Rainbow Fish</i>. As we follow the Rainbow Fish on his journey to discover the joy of sharing and friendship, we will explore the story's important message about kindness and belonging.</p> <p>Through sensory activities and hands-on experiences, students will engage with the story while building vocabulary, describing characters, and practicing sentence writing.</p>

<p>Maths</p>	<p>This term, we will focus on two key areas of the Maths curriculum. First, students will continue to explore the topic of money, learning to recognise different coins and notes and understand their value. They will practise using money in real-life scenarios, to help develop functional numeracy skills.</p> <p>In the second half term, we will move on to the topic of measure, where students will explore concepts such as length, height, weight, and capacity through hands-on, practical activities.</p>
<p>Science</p>	<p>In Science, during the Summer term, Moorcroft are using the school's anchor "Stories" to explore the exciting world of energy and electricity. Students will begin by exploring the basic principles of electricity, such as how it powers everyday objects and how circuits work.</p> <p>They will build simple circuits, discover how electricity flows and explore how different energy sources, like solar and wind, can power our world. Science lessons will be practical, multi-sensory and build upon the students' current understanding.</p> <p>Throughout all science lessons, students will be working scientifically through means of comparing, making predictions and recording data.</p>
<p>Computer Science</p>	<p>This term during ICT, students will begin developing their skills and knowledge in two aspects of the ICT curriculum.</p> <p>During the first half term, students will explore word processing. Students will take part in practical sessions to practise typing, using space and enter key and how to edit work.</p> <p>Students will then move on to explore multi-media during the second half term. Multi-media sessions will allow the students to develop knowledge of how to integrate multiple forms of media, including text, graphics, audio and video.</p>
<p>Phonics</p>	<p>This term, Moorcroft students will continue developing their reading and spelling skills through dedicated Phonics sessions. Using the Twinkl Phonics Programme, they will practise segmenting and blending sounds to build fluency and confidence. Daily reinforcement activities will help to embed learning and provide opportunities for repetition and consolidation.</p> <p>To support their progress, students will also access the Rhino Readers reading scheme, allowing them to apply their phonics knowledge in meaningful reading experiences tailored to their individual levels.</p>
<p>Home Cooking</p>	<p>This term in Home Cooking, we will be exploring well-known stories and bringing them to life through food. Each week, students will follow themed recipes that link to the story of the week, helping them develop essential cooking skills such as measuring, mixing, and food preparation.</p> <p>Through these story-based cooking sessions, students will work together to build confidence in the kitchen, developing their independence while exploring new tastes and textures.</p>

Performing Arts	<p>This term in Performing Arts, Moorcroft Class will bring stories to life through movement, music, role play, and drama. Using familiar tales as a foundation, students will engage in activities that support communication, confidence, expressive language, social interaction, and creativity.</p> <p>Throughout the term, students will have the opportunity to work collaboratively, building both self-esteem and enjoyment through performance.</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. 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.</p> <p>Students will learn to use similar techniques to paint, collage and print in Van Gogh's style and produce their own artworks.</p>
PE	<p>For the Summer term the Exploratory Pathway will be concentrating on their social and physical ability skills linked into our whole school anchor of 'Stories'.</p> <p>Sensory PE Scavenger Hunts: are designed to engage students' senses as they search for clues or items within a defined space. The hunts will involve using sight, sound, touch, and sometimes smell to gather information, complete tasks, and solve puzzles. These activities encourage critical thinking, creativity, and sensory awareness.</p> <p>Students will also have the opportunity to work together in small groups, fostering communication and teamwork while encouraging them to develop their storytelling abilities based on the sensory experiences they encounter.</p> <p>All the activities are aimed at maintaining and developing transferable skills linked to their EHCP and PFA targets.</p>
Humanities: History and RE	<p>Moorcroft will actively engage in different religious and historical sensory stories. They will make choices, role-play, create props and artwork and play games to help develop knowledge and understanding of the stories.</p> <p>Students will explore different historic periods and major world faiths.</p>
Preparation for Adulthood	<p>In Preparation for Adulthood lessons this term, students in Moorcroft class will focus on developing key skills to support their transition into adulthood. These areas include Independent Living, Health and Wellbeing, Employment/ Volunteering, and Friends, Relationships, and the Community.</p> <p>Students will participate in activities designed to build confidence and independence in these areas. Life skills will also be a focus during the two PSHE days this term. The first PSHE day will focus on 'Healthy Lifestyles', where students will learn about nutrition, exercise, and maintaining physical and mental health. The second day will focus on 'The World I Live In', supporting students to understand their place within the wider community.</p> <p>Students will explore the importance of respecting differences between people, learn about the different jobs people do, and take part in activities that promote caring for and protecting the environment.</p>

<p>Exploration of Anchor</p>	<p>This term, in our Exploration of Anchor lessons, Moorcroft class will engage with the theme of <i>Stories</i> through a variety of creative Design and Technology activities. Students will have the opportunity to explore different materials and techniques, developing their skills in creating objects inspired by the stories they are exploring.</p> <p>Through hands-on tasks, they will practise important skills such as designing, cutting, and assembling, while also enhancing their creativity and problem-solving abilities.</p>
<p>News and Communication</p>	<p>This term, Moorcroft will continue taking part in weekly News and Communication sessions, using the school's anchor theme of <i>Stories</i> as a foundation for meaningful interaction.</p> <p>These sessions offer students regular opportunities to develop their communication skills by sharing personal experiences, listening to others, and responding appropriately. By taking turns to share their weekend news, students practise being both the 'storyteller' - leading the conversation - and the 'listener' - engaging with their peers' stories through comments and questions.</p> <p>These sessions are designed to support all strands of literacy, including speaking and listening, reading, and writing. Students will use a range of communication methods suited to their individual needs, such as voice, iPads, symbols, or signs, to express themselves and connect with others. Following the group discussion, students will record their news in their workbooks using written words, typed sentences, symbols, or tracing, depending on their level. Where available, photos from home on Showbie are used to enrich the storytelling process. These sessions promote confidence, turn-taking, and the joy of sharing personal stories in a supportive environment.</p>

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