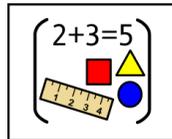


Class: Oak		Topic: To the Rescue					
Area of Learning		Week 1 Date: 5.1.26	Week 2 Date: 12.1.26	Week 3 Date: 19.1.26	Week 4 Date:26.1.26	Week 5 Date:2.2.26	Week 6 Date:9.2.26
Independent Living	<p>My Independence</p> 	<p>Topic: Making/receiving a phone call</p> <p><i>I can understand why people use telephones and the difference between face to face communications.</i></p> <p>Activity: Discussion on what makes a good telephone conversation. Pupils to practice with sentence starters/scripts</p>	<p>Topic: Making/receiving a phone call</p> <p><i>I can learn the basic structure of a telephone call.</i></p> <p>Activity: Pupils to practise greeting, propose, information exchanged and closing</p>	<p>Topic: Making/receiving a phone call</p> <p><i>I can demonstrate how to start a call politely</i></p> <p><i>I can demonstrate how to introduce myself</i></p> <p>Activity: Pupils to role play making a phone call and introducing themselves, using a script</p>	<p>Topic: Making/receiving a phone call</p> <p><i>I can learn how to answer a call politely.</i></p> <p><i>I can demonstrate, answer politely, listen carefully, ask for clarification, respond appropriately</i></p> <p>Activity: Pupils to role play answering a call, using a script</p>	<p>Topic: Making/receiving a phone call</p> <p><i>I can practise staying calm and polite when something goes wrong</i></p> <p>Activity: Discussion on what can go wrong on a call e.g. poor connection, misunderstanding</p> <p>Pupils practise different scenarios e.g. lost item, late delivery, appointment query</p>	<p>Topic: Making/receiving a phone call</p> <p><i>I can use the knowledge I have built to practise role-plays/scenarios with varying levels of independence.</i></p>
	<p>Cooking</p>  <p>FOCUS - BUILDING INDEPENDENCE Building Independence focuses on developing confidence, basic kitchen skills, food safety, and simple recipe preparation.</p>	<p>Life Skills</p> <p>Budgeting</p> <p>Create shopping list</p> <p>Brainstorm ideas of meals to cook in Spring 2 - stick to budget of £5 Choose 1 meal and create a shopping list of ingredients needed. Type up recipe if time</p>	<p>Work collaboratively</p> <p>Cook breakfast</p> <p>Work together to ensure food is all ready at the same time. Prepare sandwiches or</p>	<p>Work collaboratively</p> <p>Ready Steady Cook - lunch/light meal focus</p> <p>Work in groups of 2 to cook a meal from ingredients given</p> <p><i>Skill:</i></p>	<p>Follow a recipe</p> <p>Cook spaghetti Bolognese</p> <p>Work in groups of 2 Adult support where needed</p> <p><i>Skill:</i> <i>I can follow a simple recipe to cook a pasta meal from Italy</i></p>	<p>Food tasting</p> <p>Students to be encouraged to try a variety of foods and complete sensory evaluations for them. 'blind' tasting for students who are comfortable with this</p> <p><i>Skill:</i> <i>I can recognise a variety of foods by taste</i></p>	<p>Follow a recipe</p> <p>Valentine Biscuits</p> <p>Follow a basic recipe for biscuits. Adapt for personal taste e.g. add chocolate chips, dried fruit, flavourings Ice biscuits if time</p>

		<p>Skill: <i>I can create a shopping list for a specific meal with adult support</i></p>	<p>plate up breakfast to sit and eat together</p> <p>Skill: <i>I can fry food independently</i></p>	<p><i>I can prepare a simple lunch independently</i></p>			<p>Skill: <i>I can use the oven to bake food independently</i></p>
<p>Education + Employment</p>	<p>Communication and Language</p> 	<p>Topic: Science Fiction Book of the term – The Wild Robot</p> <p>Introduction to The Wild Robot</p> <p>What do pupils already know about the film or book?</p> <p><i>I can make a prediction based on the front cover of a book.</i></p> <p>Activity: Read chapters 1 – 5. Pupils to write or draw a description of the setting, using evidence from the text.</p> <p><i>I can describe main story and settings in increasing detail</i></p>	<p>Topic: Science Fiction Book of the term – The Wild Robot</p> <p>Activity: Pupils to produce a character study/fact file on Roz, using evidence from the book.</p> <p><i>I can describe principal characters in increasing detail</i></p> <p>LA: Use a character map with prompts: <i>What does Roz</i></p>	<p>Topic: Science Fiction - Book of the term – The Wild Robot</p> <p>Activity: Pupils to write a survival guide/report ‘How to survive on a wild island’ (link to science)</p> <p>LA: Sequence pictures of Roz’s survival attempts.</p> <p>Sentence frames to create simple instructions: <i>First..., Next..., Finally...</i></p>	<p>Topic: Science Fiction - Book of the term – The Wild Robot</p> <p>Activity: Reading comprehension activities with focus on how Roz cares for Brightbill</p> <p>LA: Complete a feelings chart: <i>How does Roz feel when she becomes a mother? How does Brightbill feel?</i></p> <p><i>I can make basic comments on obvious features by checking back in the text</i></p>	<p>Topic: Science Fiction Book of the term – The Wild Robot</p> <p>Activity: Reading comprehension activity to identify words meaning suspense/danger. Pupils to write a paragraph inspired by a moment in the book.</p> <p>LA: Identify “danger words” (<i>growl, storm, crash, fear</i>).</p> <p>Use a writing frame to create a short suspense paragraph.</p> <p>MA/HA: Build a suspense scene</p>	<p>Topic: Science Fiction - Book of the term – The Wild Robot</p> <p>Activity: Pupils to summarise key points of the book using a story board or report.</p> <p>LA: Create a story map/storyboard with drawings and simple sentences.</p> <p>I can make up my own phrases/short sentences about stories and say them out loud.</p>

		<p>LA Use sentence starters to describe the setting: “<i>I can see... I can hear...</i>”</p> <p>MA/HA: Highlight descriptive phrases from the text.</p> <p>Write a paragraph describing the island using senses and adjectives.</p> <p><i>I can use a range of adjective synonyms.</i></p>	<p><i>do? What does this show?</i></p> <p>Write simple sentences describing Roz’s appearance.</p> <p><i>I can infer reasons for a character’s behaviour using evidence from the book</i></p> <p>MA/HA: Collect evidence from the text showing Roz’s personality (determined, resourceful).</p> <p><i>I can infer reasons for a character’s behaviour from their dialogue/actions and back my</i></p>	<p><i>I can choose time connectors to include in my writing</i></p> <p>MA/HA: Write clear instructions using imperative verbs and adverbs (e.g., <i>carefully, firmly</i>).</p> <p>Write a detailed survival guide with subheadings,</p> <p><i>I can write for different purposes.</i></p> <p><i>I can use paragraphs in my writing</i></p>	<p>MA/HA: Write a diary entry describing a key event (e.g., <i>nest hatching</i>).</p> <p>Include emotive language and time connectives</p> <p><i>I can write simple, coherent narratives about personal experiences and those of others.</i></p>	<p>including: short sentences, ellipses, descriptive verbs and adjectives.</p> <p><i>I can write simple, coherent narratives about personal experiences and those of others.</i></p> <p><i>I can use a range of verbs in my writing.</i></p>	<p>MA/HA: Plan using a storyboard: beginning, problem, resolution.</p> <p>Write a clear chronological chapter with paragraphs.</p> <p><i>I can write a text using headings and subheadings</i></p> <p><i>I can form a basic plan and use it to create a piece of writing</i></p>
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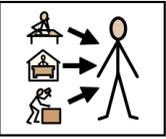
Number and Problem Solving



			<i>ideas up with words/phrases from the text.</i>				
	<p>Topic: Addition and Subtraction</p> <p>Baseline Assessment work/Maths games to ascertain current understanding of addition and subtraction</p>	<p>Topic: Addition and Subtraction</p> <p>LA <i>I can solve simple subtraction problems.</i></p> <p><i>I can demonstrate an understanding of inverse relationships between addition and subtraction.</i></p> <p>Activity: Pupils use counters/cubes to answer simple subtraction problems.</p> <p>MA/HA <i>I can solve two step problems involving addition</i></p>	<p>Topic: Addition and Subtraction</p> <p>LA <i>I can add numbers together to a total of 20.</i></p> <p><i>I can solve addition/subtraction calculations with a missing number.</i></p> <p>Activity: Find the mystery number.</p> <p>MA/HA <i>I can solve two step problems involving subtraction</i></p> <p>Activity: Pupils to work in pairs on "step it out" activity. 'What is happening first? What needs to happen next?'</p>	<p>Topic: Addition and Subtraction</p> <p>LA <i>I can add/subtract a single digit from a two-digit number up to 20</i></p> <p>Activity: Number line jumps</p> <p>Pupils work with a number line from 0–20.</p> <p>Start at 14.</p> <p><i>"What happens if we add 3?"</i></p> <p><i>"What happens if we subtract 5?"</i></p> <p>MA/HA</p> <p>Activity: Pupils work in pairs to solve missing numbers and explain the reasoning.</p>	<p>Topic: Addition and Subtraction</p> <p>LA <i>I can add three single digit numbers up to 20.</i></p> <p><i>I can subtract two single digit numbers from a number up to 20.</i></p> <p>Activity: Count back twice</p> <p>Pupils to use a number line/counters</p> <p><i>"First I subtract 5 from 18 to get 13."</i></p> <p><i>"Then I subtract 2 from 13 to get 11."</i></p> <p>MA/HA</p> <p><i>I can add/subtract a tens number to a 3-digit number</i></p>	<p>Topic: Addition and Subtraction</p> <p>Consolidation and end of term assessments</p>	

			<p><i>I can use the columnar method to add and subtract numbers up to 50</i></p> <p>Activity: Pupils to use base tens and guided practise on worksheets Pupils to take part in scavenger hunt</p> <p>Clues or number cards are hidden around the room, each representing a part of a two-step addition problem. Students must find the cards, work together to solve each problem, and figure out the final answer</p>	<p>Clues or number cards are hidden around the room, each representing a part of a two-step subtraction problem. Students must find the cards, work together to solve each problem, and figure out the final answer</p>	<p><i>I can use the inverse relationship between addition and subtraction to solve missing number problems</i></p>	<p>Activity: Hands-On Practice – “Change the Tens using place value chart or base ten.</p> <ol style="list-style-type: none"> 1. Students build a 3-digit number. 2. Add or remove tens blocks. 3. Record the number sentence. 	
<p>Science</p> 	<p>Energy</p> <p>Lesson 1 Conduction</p>	<p>Lesson 3 Convection LO: Describe how heat energy moves in liquids</p>	<p>Lesson 5 Radiation LO: Describe how heat energy moves in space</p>	<p>Lesson 7 and 8 Insulation LO: Describe how to prevent heat from escaping</p>	<p>Lesson 9 and 10 Insulation Investigation LO: Complete write-up of coursework</p>	<p>Consolidation and Assessment</p> <p>Entry Level AQA assessment</p>	

		<p>LO: Describe how heat energy moves in solids</p> <p>Activities: Practical to demonstrate conduction – metal rods with wax on end held in Bunsen flame</p> <p><i>I can understand that conduction is when heat travels through solid materials</i></p> <p>Lesson 2 Energy LO: List the different forms of energy</p> <p>Activities: Energy circus. Students move around a number of demonstrations and try to work out the form(s) of energy that is being demonstrated</p> <p><i>I can name different forms of energy (light, heat, sound, movement)</i></p>	<p>Practical to demonstrate convection – food colouring circulating in a beaker heated by Bunsen burner</p> <p><i>I can understand that convection is when warm air or water moves and carries heat</i></p> <p>Lesson 4 Energy Transfers LO: Describe three energy transfers</p> <p>Activities: Demonstration examples – Kettle heating water Hand warmers</p> <p>Whole class compete to transfer elastic potential energy to kinetic energy</p>	<p>Activities Investigate how different materials heat up under a hot lamp – black paper, silver foil, etc</p> <p>Investigate uses of infra-red and UV.</p> <p><i>I can explain everyday examples of heat transfer, such as: a metal spoon warming up in hot soup (conduction) hot air rising and circulating in a room (convection) feeling heat from the sun or a fire (radiation)</i></p> <p>Lesson 6 Wasted Energy</p>	<p>Activities: Practical to investigate which cup keeps tea warm the longest (AQA coursework)</p> <p><i>I can investigate which materials keep things warm/cool.</i></p>	<p>Activities: Practical to investigate which cup keeps tea warm the longest (AQA coursework)</p> <p><i>I can investigate which materials keep things warm/cool.</i></p>	
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		<p>Also – Set up practical coursework investigation into the decay of grass – This will run for a few days</p>	<p><i>I can describe how energy is transferred in simple situations</i></p>	<p>LO: Understand that some energy is “useful” and some is “wasted”.</p> <p>Activities: Torch → most energy becomes light, some becomes heat.</p> <p>Simplified diagram: Two arrows only—big useful arrow, small wasted arrow (no numbers).</p> <p>Sorting task: Show appliances; students choose where wasted energy goes (usually heat).</p> <p><i>I can understand that energy can be used or wasted</i></p>			
	<p>PfA and Careers</p> 	<p>Forge mill Farm Creating opportunities for pupils to engage with food, the outdoors, animals and farming throughout the year. Pupils will be learning independence and life skills. Key activities will include:</p> <ul style="list-style-type: none"> • Caring for animals (feeding, cleaning, observing behaviour). • Growing, harvesting, and preparing food. • Seasonal farming tasks and outdoor maintenance. 					

- Exploring nature and understanding the environment.

<p>Community + Relationships</p>	<p>World Around Us</p> 	<p>Topic: Hinduism</p> <p>Introduction to Hinduism</p> <p>What do pupils already know about Hinduism.</p> <p>Pupils to research key words and key beliefs in Hinduism.</p> <p>Brahman – the one supreme spirit</p> <p>Atman – the soul</p> <p>Dharma – doing the right thing</p> <p>Karma – actions and consequences</p> <p>Samsara – cycle of life, death, and rebirth</p>	<p>Topic: Hinduism</p> <p>I can understand the Hindu Creation story and how the world came to be</p> <p>Create a comic strip or storyboard of the creation story.</p> <p>In each frame, pupils:</p> <p>Draw a picture/captions showing part of the creation story:</p> <p>Before creation – only Brahman exists</p> <p>The universe begins to form</p>	<p>Topic: Hinduism</p> <p>I can identify and describe Hindu Gods and Goddesses</p> <p>Pupils to work in pairs or small groups</p> <p>Match pictures of Hindu gods and goddesses to short descriptions</p> <p>Brahman – the creator, often shown with four heads</p> <p>Vishnu – the preserver, often holding a conch and discus</p> <p>Shiva – the destroyer, often</p>	<p>Topic: Hinduism</p> <p>I can understand the importance of temples and worship in Hinduism</p> <p>Show images or a short video of a Hindu temple.</p> <p>Discuss:</p> <p>A mandir is a place where Hindus worship and pray</p> <p>Hindus may worship at home or in the temple</p> <p>Temples help people feel close to God (Brahman)</p> <p>Explain and show pictures of common features:</p>	<p>Topic: Hinduism</p> <p>I can learn about Hindu festivals with a focus on Diwali and Holi</p> <p>Introduce Diwali and Holi:</p> <p>Show images or short descriptions:</p> <ul style="list-style-type: none"> • lamps (diyas) • rangoli patterns • coloured powder • special food and prayers <p>Pupils to write a comparison chart/table that compares a Hindu festival to a celebration in their own life.</p> <p>What is celebrated?</p> <p>How it's celebrated?</p> <p>Special foods</p>	<p>Topic: Hinduism</p> <p>I can understand the role of Hinduism in the modern world and its influence on art, culture etc.</p> <p>Pupils to visit different stations in the classroom:</p> <p>Art Station – Rangoli or mandala designs</p> <p>Music/Dance Station – Watch short clips or explore instruments</p> <p>Festival Station – Diwali/Holi images and explanations</p> <p>Values Station – Cards explaining</p>
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		<p>Moksha – freedom from the cycle of rebirth</p> <p>Mandir – Hindu temple</p> <p>Vedas – holy texts</p> <p><i>I can recognise that people have different beliefs and celebrate special times in different ways.</i></p>	<p>Brahma creates the world</p> <p>Plants, animals, and humans appear</p> <p>The world continues in cycles of creation</p> <p>Everything is connected through Brahman</p> <p><i>I can identify key figures in religious stories e.g. Jesus, Muhammad, Buddha</i></p>	<p>shown dancing (Nataraja)</p> <p>Lakshmi – goddess of wealth and good fortune</p> <p>Ganesha – god of wisdom and new beginnings</p> <p>Saraswati – goddess of learning and music</p> <p>Pupils to choose one god/goddess to research and create a poster or fact file</p> <p><i>I can identify key figures in religious stories e.g. Jesus, Muhammad, Buddha (point to a picture of Jesus when hearing the Easter story)</i></p>	<p>Shrine – the sacred space inside the temple</p> <p>Murti – statues or images of gods/goddesses</p> <p>Prayer hall – where people pray and sing</p> <p>Bell – rung to show respect and focus</p> <p>Offerings – flowers, fruit, incense</p> <p>Tower (Shikhara) – tall part of the temple pointing upwards</p> <p>Discuss how these features help Hindus worship.</p> <hr/> <p>Pupils to draw a Hindu Temple and Label at least 5 key features</p> <p>Write a short sentence explaining what each feature is used for.</p>	<p>Who celebrates</p> <p><i>I can recognise that people have different beliefs and celebrate special times in different ways.</i></p>	<p>kindness, respect, responsibility</p> <p>At each station, pupils record:</p> <ul style="list-style-type: none"> • One way Hinduism influences modern life • One fact they find interesting <p>Pupils can reflect on their own beliefs and develop their sense of self.</p>
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					<i>I can recognise common places of worship through images and models (e.g. church, mosque, temple)</i>		
<p>PSHE</p>  <p>Mrs Ralphs</p>	<p>Health & Wellbeing Changing & Growing Topic Puberty</p> <p>Recap PSHE Rules. Baseline Assessment of pupil's knowledge – What is puberty Class discussion. Class decides on a definition for puberty.</p> <p>Video – Loudmouth – Show Puberty definition</p> <p>Skill <i>I can recognise that puberty is a natural process of growth and development.</i></p>	<p>Health & Wellbeing Changing & Growing Topic Puberty</p> <p>Video – Loudmouth – Body parts and Hormones</p> <p>To be able to name main body parts including genitalia, using correct names.</p> <p>Group discussion - To recognise what a hormone is and identify what parts of the body hormones affect.</p>	<p>Health & Wellbeing Changing & Growing Topic Puberty</p> <p>Video – Loudmouth Show changes during video, male and female.</p> <p>To discuss what primary and secondary sexual characteristics are – List what characteristics develop in males/females/both. Complete worries/exciting worksheet.</p> <p>Skill <i>I can recognise some</i></p>	<p>Health & Wellbeing Changing & Growing Topic Puberty</p> <p>Video – Loudmouth Show changes during video, male and female.</p> <p>Label some of the physical changes that happen to the male and female during puberty, from the video and flashcards task.</p> <p>Skill <i>I can recognise some of the physical changes that occur during puberty (e.g., body hair, growth spurts, voice changes).</i></p>	<p>Health & Wellbeing Changing & Growing Topic Puberty</p> <p>Video – Loudmouth – Show emotional changes.</p> <p>To recognise Emotional changes during puberty.</p> <p>Class discussion – small groups. Think of any emotional changes they might know.</p> <p>Choose a scenario and think of some advice they would give.</p> <p>Skill <i>I can discuss how emotions might change during puberty, including feeling happy, sad, angry,</i></p>	<p>Health & Wellbeing Changing & Growing Topic Puberty</p> <p>Video – Loudmouth – Show hygiene during puberty.</p> <p>Hygiene and self-care during puberty. Class discussion of how we need to keep clean during puberty.</p> <p>To identify ways to keep clean.</p> <p>Skill <i>I can recognise the importance of personal hygiene during puberty (e.g., washing hands, bathing).</i></p>	

			<p>To begin to recognise male and female hormones.</p> <p>Skill <i>I can recognise the names of body parts, both private and public, and appropriate terminology (e.g., penis, vulva, breasts).</i></p> <p><i>I can give a more detailed understanding of the physiological changes in both boys and girls</i></p>	<p><i>differences between boys and girls (physical)</i></p>		<p><i>or confused.</i></p>	<p><i>I can identify good hygiene practices with a deeper understanding of why these practices are important.</i></p>
	<p>Creative Art</p> 		<p>This half term students will investigate different types of bridges and their unique features as a stimulus for their own design project.</p> <p>Working with their partner they will develop their problem solving and critical thinking skills and improve collaboration and communication. They will work together and create their own ideas and will gain confidence through experimentation and testing their own bridge designs, in the style of Da Vinci's 'Bridge of Safety'.</p>				

		<p>Today we used creative skills to promote a positive mind set.</p>	<p>To learn about different types of bridges in preparation for their own design project.</p>	<p>To learn about different types of bridges in preparation for their own design project.</p>	<p>Students will start work on their own design project, in the style of Da Vinci's 'Bridge of Safety.'</p>	<p>Students will start work on their own design project, in the style of Da Vinci's 'Bridge of Safety.'</p>	<p>Students will continue to work on their design project.</p>
	<p>PE</p> 	<p>PE will take place at Portway Leisure centre with a focus on team sports. This term will focus on Volleyball with learning objectives:</p> <p><i>I can develop accuracy of passing and receiving within a small group game.</i> <i>I am aware of team members and can pass the ball/object to a chosen member</i> <i>I can demonstrate different types of throws for specific sports (e.g., javelin throw, baseball throw, or underarm for cricket).</i> <i>I can throw with consistent accuracy under pressure (e.g., in team games or sports situations).</i></p>					