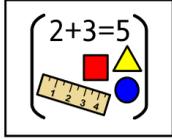
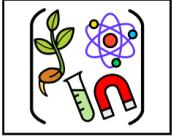
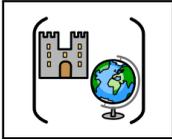
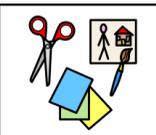


Halesbury School
Medium Term Planning

Class:		JADE			Topic:		To The Rescue	
Area of Learning		Week 1 Date: 05/01/26	Week 2 Date: 12/01/26	Week 3 Date: 19/01/26	Week 4 Date: 26/01/26	Week 5 Date: 02/02/26	Week 6 Date: 09/02/26	
Independent Living	My Independence 	Topic: Travel Intent: Crossing roads I can move with purpose and confidence in large spaces. Walking around the school site with an adult.	Topic: Travel Intent: Crossing roads I can travel with increasing control, awareness of others, and spatial understanding. Walking around the school site with an adult, opening doors.	Topic: Travel Intent: Crossing roads I can talk about how to stay safe when travelling (e.g. holding hands, crossing roads). Walking around block, holding hands and looking at safe places to cross.	Topic: Travel Intent: Crossing roads I can talk about how to stay safe when travelling (e.g. holding hands, crossing roads). Walking around block, holding hands and looking at safe places to cross. Crossing the road to post a letter.	Topic: Travel Intent: Crossing roads I can begin to notice safe and unsafe travel behaviours (e.g., wearing a seatbelt, holding hands, using crossings). Using a pelican crossing with support.	Topic: Travel Intent: Crossing roads I can begin to notice safe and unsafe travel behaviours (e.g., wearing a seatbelt, holding hands, using crossings). Combining skills and identifying safe places to cross roads.	
	Cooking 	Topic: Healthy snacks Intent: Understanding of healthy and unhealthy I can explore food textures by	Topic: Healthy snacks Intent: Understanding of healthy and unhealthy I can explore food textures by	Topic: Healthy snacks Intent: Understanding of healthy and unhealthy I can explore food by smelling	Topic: Healthy snacks Intent: Understanding of healthy and unhealthy I can explore food by tasting different items of food	Topic: Healthy snacks Intent: Understanding of healthy and unhealthy I can explore food by tasting different items of food	Topic: Healthy snacks Intent: Understanding of healthy and unhealthy I can wash fruits and vegetables	

		touching different food	touching different food	different items of food			
Education + Employment	Communication and Language 	Science Fiction Class Text: Aliens Love Underpants Mark Making- pencil control, following or designing patterns for pants	Science Fiction Class Text: Aliens Love Underpants Reading- Following and paying attention to texts	Science Fiction Class Text: Visual Literacy: Baboon On The Moon Listening – Identifying sounds within the story. Following instructions.	Science Fiction Class Text: Visual Literacy: Baboon On The Moon Speaking – I can vocalise or select words to comment on a story.	Science Fiction Class Text: Man On The Moon Mark Making – Individualised targets.	Science Fiction Class Text: Man On The Moon Speaking and Listening – Individualised targets.
		Makaton Focus <i>Alien</i>	Makaton Focus <i>Pants</i>	Makaton Focus <i>Moon</i>	Makaton Focus <i>House</i>	Makaton Focus <i>Space</i>	Makaton Focus <i>Astronaut</i>
	Number and Problem Solving 	Number and Place Value or Addition and Subtraction I can follow a sorting rule	Number and Place Value or Addition and Subtraction I can follow a sorting rule	Number and Place Value or Addition and Subtraction I can say/use number names	Number and Place Value or Addition and Subtraction I can say/use number names	Number and Place Value or Addition and Subtraction I can count how many objects are in each group	Number and Place Value or Addition and Subtraction I can count how many objects are in each group
	Science 	Topic: Sound Intent: Students explore the nature of sound, how it is produced, how it	Topic: Sound Intent: Students explore the nature of sound, how it is produced, how it	Topic: Sound Intent: Students explore the nature of sound, how it is produced, how	Topic: Sound Intent: Students explore the nature of sound, how it is produced, how it travels, and how it is heard.	Topic: Sound Intent: Students explore the nature of sound, how it is produced, how it travels, and how it is heard.	Topic: Sound Intent: Students explore the nature of sound, how it is produced, how it travels, and how it is heard.

		travels, and how it is heard. I can identify familiar sounds	travels, and how it is heard. I can locate familiar sounds	it travels, and how it is heard. I can explore loud and quiet sounds	I can create sounds using instruments	I can use ICT to create sound effects.	I can listen to sounds in the environment (pelican crossing, talking, vehicles, dogs barking, birds etc)
Community + Relationships	<p>World Around Us</p> 	<p>Subject: RE Topic: Hinduism Intent: Understanding Hinduism</p> <p>What makes someone a Hindu?</p>	<p>Subject: RE Topic: Hinduism Intent: Understanding Hinduism</p> <p>Who are the Hindu Gods and avatars?</p>	<p>Subject: RE Topic: Hinduism Intent: Understanding Hinduism</p> <p>Where do Hindus worship?</p>	<p>Subject: RE Topic: Hinduism Intent: Understanding Hinduism</p> <p>What and how do Hindus celebrate?</p>	<p>Subject: RE Topic: Hinduism Intent: Understanding Hinduism</p> <p>What are the Vedas?</p>	<p>Subject: RE Topic: Hinduism Intent: Understanding Hinduism</p> <p>What are the key Hindu stories and teachings?</p>
	<p>PHSE</p> 	<p>Topic: Hygiene Intent: Understand the importance of good personal hygiene and how it contributes to their overall health and wellbeing.</p> <p>Cleaning up after myself.</p>	<p>Topic: Hygiene Intent: Understand the importance of good personal hygiene and how it contributes to their overall health and wellbeing.</p> <p>I can recognise simple stories or songs about handwashing, brushing teeth, or taking a bath.</p>	<p>Topic: Hygiene Intent: Understand the importance of good personal hygiene and how it contributes to their overall health and wellbeing.</p> <p>I can start to wash hands, face, and brush teeth with support.</p>	<p>Topic: Hygiene Intent: Understand the importance of good personal hygiene and how it contributes to their overall health and wellbeing.</p> <p>begin to use a visual step-by-step chart or video model to demonstrate handwashing.</p>	<p>Topic: Hygiene Intent: Understand the importance of good personal hygiene and how it contributes to their overall health and wellbeing.</p> <p>I can recognise when we need to clean (e.g., after playing, after eating).</p>	<p>Topic: Hygiene Intent: Understand the importance of good personal hygiene and how it contributes to their overall health and wellbeing.</p> <p>I can take part in simple discussions or stories explaining germs and the importance of washing hands and brushing teeth.</p>

Health + Wellbeing	Music 	Multi-sensory Music led by Rhythm Time	Multi-sensory Music led by Rhythm Time	Multi-sensory Music led by Rhythm Time	Multi-sensory Music led by Rhythm Time	Multi-sensory Music led by Rhythm Time	Multi-sensory Music led by Rhythm Time
	I.T 	<p>Topic: Data</p> <p>Intent: Develop skills in collecting, organizing, and interpreting data</p> <p>I can use cause-and-effect toys (press button → sound).</p>	<p>Topic: Data</p> <p>Intent: Develop skills in collecting, organizing, and interpreting data</p> <p>I can experiment with touchscreens—swiping, tapping, dragging.</p>	<p>Topic: Data</p> <p>Intent: Develop skills in collecting, organizing, and interpreting data</p> <p>I can input simple commands for floor robots (forward, turn).</p>	<p>Topic: Data</p> <p>Intent: Develop skills in collecting, organizing, and interpreting data</p> <p>I can input simple commands for floor robots (forward, turn).</p>	<p>Topic: Data</p> <p>Intent: Develop skills in collecting, organizing, and interpreting data</p> <p>I can test and adjust instructions (early debugging).</p>	<p>Topic: Data</p> <p>Intent: Develop skills in collecting, organizing, and interpreting data</p> <p>I can use coding apps designed for EYFS (e.g., ScratchJr basics, CBeebies apps).</p>
	Art 	<p>Topic: Pop Art Intent: Learn about famous Pop artists and create their own colourful artworks using images from everyday life. I can use ideas from artists' work in my own creations. A Medium : x2 weeks paint refer to Andy warhole x3 weeks collage Refer to lichtenstein</p>					
	<p>I can try to represent familiar things, experiences, or ideas in my artwork. I can choose colours to express ideas, feelings, or moods.</p>	<p>I can try to represent familiar things, experiences, or ideas in my artwork. I can choose colours to express ideas, feelings, or moods.</p>	<p>I can try to represent familiar things, experiences, or ideas in my artwork. I can choose colours to express ideas,</p>	<p>I can choose colours, shapes, and materials I like to use.</p> <p>Activity Use glue stick to stick selected materials onto laminating sheets</p>	<p>I can ...arrange materials to make pictures or patterns.</p> <p>Activity Glue selected images laminating sheets onto To make a pattern.</p>	<p>I can ...arrange materials to make pictures or patterns.</p> <p>Activity Tear and glue coloured paper / print onto laminating sheet Adult trace image of every day object</p>	

		<p>Activity: Fold A3 paper into squares Use a roller/ sponges to cover squares in different coloured paint</p> <p>Resources : 3 colours of bottle paint Paint pallets (paper plates) Roller/ sponges</p> <p>Ext draw around students hands</p>	<p>Activity: Uses rollers/ sponges to paint hand shapes in different colours</p> <p>Resources 3 colours of bottle paint Paint pallets (paper plates) Roller/ sponges Pre cut hand shapes</p>	<p>feelings, or moods.</p> <p>Activity Stick coloured hand shapes onto painted squared prepared in week 1 Contrast colours</p>	<p>Resources: Laminating sheets Selection of serendipity Glue sticks.</p>	<p>Resources: Laminating sheets Cut out images Glue sticks</p>	<p>onto laminating sheet</p> <p>Resources: Different coloured papers and print Glue stick Laminating sheet Traceable image</p>
	<p>PE</p> 	<p>Topic: Foot/eye coordination Intent: students improve their foot and eye coordination through fun and engaging activities.</p> <p>I can move freely (crawling, rolling, balancing)</p>	<p>Topic: Foot/eye coordination Intent: students improve their foot and eye coordination through fun and engaging activities.</p> <p>I can follow one step instructions for movement - stop/go</p>	<p>Topic: Foot/eye coordination Intent: students improve their foot and eye coordination through fun and engaging activities.</p> <p>I can copy body parts and movements (ie</p>	<p>Topic: Foot/eye coordination Intent: students improve their foot and eye coordination through fun and engaging activities.</p> <p>I can explore rhythm through clapping, tapping, and moving to music. SENSORY CIRCUITS</p>	<p>Topic: Foot/eye coordination Intent: students improve their foot and eye coordination through fun and engaging activities.</p> <p>I can jump over a small object or mark on the ground. SENSORY CIRCUITS</p>	<p>Topic: Foot/eye coordination Intent: students improve their foot and eye coordination through fun and engaging activities.</p> <p>I can hold a simple balance for a short period. SENSORY CIRCUITS</p>

		SENSORY CIRCUITS	SENSORY CIRCUITS	Touch your head, lift your arms) SENSORY CIRCUITS			
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