



Medium Term Planning –Spring Term 2 - 2025 - 26		Halesbury School				
Class:		Badger Class			Topic:	To the Rescue
Area of Learning		Week 1	Week 2	Week 3	Week 4	Week 5
		23.2.26	2.3.26	9.3.26	16.3.26	23.3.26
Independent Living	My Independence 	Topic: Travel Intent: Crossing roads				
		I can begin to notice safe and unsafe travel behaviours (e.g., wearing a seatbelt, holding hands, using crossings). I can recognise key features of safe places to cross roads (zebra crossing, pelican lights, lollipop person). I can practice road safety basics: stop, look, and listen, think before crossing.				
		Peppa Pig's road safety rules https://www.youtube.com/watch?v=30xhZrbnPxw Practice crossing a pretend road safely.	Walk around the neighbourhood. Can we find safe places to cross? Stop at safe and unsafe places and discuss/	Moe explores road safety https://www.youtube.com/watch?v=T3f7N109ZNO Identifying unsafe places to cross	Walk around the neighbourhood. Can we find sneaky driveways? (Link back to Moe explores in last week's video)	Road Safety for kids https://www.youtube.com/watch?v=DaqR9Oyf1Zw Go outside school and practice crossing the road safely.
		Topic: Smoothies Intent: Blending				
	Cooking 	I can remember to wash my hands before handling food with a visual prompt I can use a plastic or child safe knife to cut soft foods independently I can mix 2 or more ingredients together with adult support I can use electrical equipment with adult support - kettle, toaster, blender, electric whisk				
		Strawberry Smoothies	Choice of fruit for smoothie	Fruit Mousse	Cheese cake	Ice-cream
Education + Employment	Communication and Language	Non-Fiction/ Fact Files				
		Makaton Sign of the week...				
		Real/Not-real	Day time and Night time	Sun, Star, Planets	Vehicles	Space Planet names.



Understanding fact and fiction
 What is real is called Non-Fiction, what is made up is called fiction.
 Sorting books for fiction and non-fiction.
 What might we find out about in Non-fiction books?
 Choosing books and completing a checklist for key features of non-fiction.

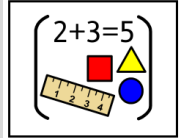
Day and Night Animals (Big Book)
 Then DK Animal books on Purple Mash
 Big book – Answering questions about each page
 Using contents page.
 Using Index to find information.
 Making own 'Day-time/Night time animal book'.

Animal Legs (Big Book)
 Then DK Animal books on Purple Mash
 Big book – Answering questions about each page
 Using contents page.
 Using Index to find information.
 Making own 'Day-time/Night time animal book'.

All about vehicles and transport (Twinkl ppt)
 Make a contents page to go with the powerpoint.
 Matching facts to the correct vehicle.

Space (Twinkl ppt)
 Purple Mash – Library
 Making own Non-fiction book about planets.
 Sorting true and not true statements.
 Writing/finishing facts about different plants.
 Matching images to statements.
 Drawing to match a statement.

Number and Problem Solving



Measure

Length

Length

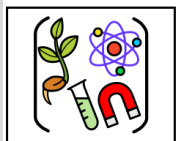
Weight

Weight

Capacity

Each child will have their own individual 'measure' journey and starting points. The whole class will have the same focus adapted for the levels of the children.
 The pupils will have one session per week focusing on number targets to continue and consolidate their previous learning.

Science



Topic: Earth and Space **Intent:** Develop students' knowledge of the Earth's place in the Solar System and to build a deeper understanding of the movements and relationships between the Earth, Moon, and Sun.

I can say that the Earth moves around the sun and the moon moves around the Earth.

I can explain why we have day and night.

I can explain that the sun is a star at the centre of our solar system.

I can name the planets in our solar system.



Naming and identifying the sun and the moon and the



Looking at Google Earth and seeing the light and dark sides of



Information text and videos explaining the role of the sun.

Games – matching the correct descriptions to the different planets.

Link with CLL work this week – Making Space books about planets.

		<p>earth in the solar system.</p> <p>Big orbits drawn on the floor. Children act as the sun, moon and earth and practice how they do/don't move.</p>	<p>the earth.</p> <p>Knowing that the earth moves but the sun stays still. Make a moving earth image that shows the sun shining on different parts of the earth.</p>	<p>Putting the sun in the correct place on the solar system.</p>		
<p style="text-align: center;">Community + Relationships</p>	<p style="text-align: center;">World Around Us</p> 	<p>Subject: History Topic - King and Queens Intent :Chronological order.</p>				
		<p>I can use simple words to talk about time, like <i>past, present, long ago, now, before, and after.</i> I can put events and objects in the order they happened. I can show people and events on a simple timeline.</p>				
		<p>What is a King? What is a Queen? What is a prince and princess?</p> <p>What can the children tell us about Kings and Queens? Make a true and false list. Match descriptions to the titles.</p>	<p>Who is King Charles? What does he look like? How old is he? Where does he live?</p> <p>Order pictures of him in his life and match to descriptions.</p>	<p>Who was Queen Elizabeth? What did she look like? When did she die? How old was she? Where did she live? How is she related to King Charles?</p> <p>Order pictures of her in her life and match to descriptions.</p>	<p>Who is Prince William? What does he look like? How old is he? How does he relate to King Charles and Queen Elizabeth?</p> <p>Order pictures of his life.</p>	<p>Order pictures of Queen Elizabeth, King Charles and Prince William. Understand they come in a certain order – put on a timeline. Match to descriptions.</p>
	<p style="text-align: center;">PSHE</p> 	<p>Topic: Behaviour Intent: Understand what behaviour is and how it affects themselves and others</p>				
		<p>I can begin to recognise early skills in resolving simple conflicts (e.g., sharing toys).</p>	<p>I can begin to understand the importance of taking turns and using polite words (please, thank you).</p>	<p>I can understand that their actions can impact others' feelings (e.g., saying "sorry" when they have hurt someone).</p>	<p>I can begin to practice kindness and cooperation in group settings with more independence.</p>	
		<p>Target of the week Discussion about why sharing is important.</p>	<p>Target of the week Discussion about turn taking and sharing</p>	<p>Target of the week Discussion about saying sorry</p>	<p>Target of the week Discussion about kindness</p>	<p>Target of the week Discussion about kindness</p>

		Crunch – A story about sharing https://www.youtube.com/watch?v=4SS_wD_0VVI	https://www.youtube.com/watch?v=Ebm5G0PhHuM	https://www.youtube.com/watch?v=MMN8yEoUdlw	https://www.youtube.com/watch?v=6kTsQKccuyY	https://www.youtube.com/watch?v=f2Eh0iLo7b4
		Sharing chart on display – recognising the children when sharing behaviour is displayed.	Turn taking chart on display – recognising the children when turn taking behaviours are displayed	Saying sorry and helping to put things right chart on display – adults to recognise the behaviours	Kindness chart on display – adults to recognise the behaviours	Kindness chart on display – adults to recognise the behaviours
Health + Wellbeing	Music 	Topic: Exploring Pitch Intent: Understanding high and low sounds				
		External provider – DPA Ms Estelle will teach the children music through interactive and engaging activities. They will learn to play the recorder.				
		Targets that Ms Estelle will be working on during the music lessons. I can start to express opinions about music (e.g., "It's loud/soft"). I can listen to and compare different pieces of music, identifying tempo, dynamics, and mood. I can begin to use musical vocabulary (e.g., pitch, rhythm, beat, tempo). I can experiment with voice to create sounds (e.g., high/low, fast/slow). I can play tuned and un-tuned instruments with more control and accuracy. I can begin to make simple changes to music (e.g., faster/slower).				
	I.T 	Topic: Digital Writing Intent: Build confidence and creativity in writing using digital tools				
		I can use basic tools to create pictures, text or simple media. I can save and retrieve work more confidently.				
		Using Widgit to spell words. When the picture comes up the spelling is correct. Save our work.	Using Widgit to write simple sentences. Use the technology to read it back to us to see if it makes sense. Save our work.	Using Widgit to talk into the programme and let it write for us. Understanding that we need to be clear in our speech for this to work. Save our work.	Mashcam Purple Mash I can.... Choose a Mashcam Take photo Write sentences to go with photo Save and print.	Purple Mash – To Publish Make and write an Easter Card using To publish. Insert/draw pictures and write inside. Save and print.

		<p>. Topic: Materials Intent: Students explore tools like paint, clay, pencils, to understand how they affect artwork.</p>				
		<p>I can cut, tear, and arrange materials to make pictures or patterns. I can combine different materials to create effects. I can explore layering, texture, and composition in my artwork.</p>				
	<p>Art</p> 	<p>Intro to Eric Carle and the illustration in his book.</p> <p>Brown Bear Brown Bear</p> <p>Children can choose from a selection which animal they are going to represent in mixed media.</p>	<p>Linked to Eric Carle Style.</p> <p>Children to experiment with printing and mixed media to create patterned papers to be used for their final collage.</p>	<p>Making wax resist images and patterns using wax crayons/candles and water colours.</p> <p>To be used as the background for their final collage in week 5.</p>	<p>To cut and tear different materials and resources including those the children have made themselves to form an animal shape in the style of Eric Carle</p>	<p>To position the animal shape on the wax resist background and add detail using different media.</p>
		<p>Topic: Horse Riding Intent: Students improve their core strength and motor control.</p>				
	<p>PE</p> 	<p>Children will attend weekly horse-riding session. The sessions will aim to develop their confidence, core strength and control.</p>				
		<p>Dance</p> <p>Weekly Dance lessons – The theme related to the topic. Movement control and sequencing – create a dance to perform. Listening and instruction following.</p>				
Curriculum Enhancement	Horse Riding	<p>The children will take part in weekly horse-riding sessions at Woodgate Valley. Led by RDA. The aim is to increase core stability and improve gross motor skills and confidence in a range of setting and physical activities in addition to PFA.</p>				
Zones of Regulation and Interoception	My Body	<p>Using the zone boards to move photos of ourselves to express how we are feeling. In the moment activities – talking about how we can manage that emotion and what we can do if it is an uncomfortable emotion.</p>				

	RELAXATION SKILLS	<p>Bee Breathing https://www.youtubekids.com/watch?v=sxh0JEeBswg&hl=en-GB</p>	<p>Rainbow Relaxation https://www.youtubekids.com/watch?v=llbBl-BT9c4&hl=en-GB</p>	<p>Take a Breather https://www.youtubekids.com/watch?v=tgqe9lbgVRk&hl=en-GB</p>	<p>5 Finger Breathing – Yoga Bugs https://www.youtubekids.com/watch?v=c2U3iBJonmU&hl=en-GB</p>	<p>Swirling https://www.youtubekids.com/watch?v=ixeuFRqzINk&hl=en-GB</p>
	SENSORY BREAKS	<p>Wellerman – body percussion https://www.youtubekids.com/watch?v=xrVa19LI2M0&hl=en-GB</p>	<p>Green Green Grass https://www.youtube.com/watch?v=1GaDczCwFcw</p>	<p>Rhythm and Movement https://www.youtubekids.com/watch?v=LvLt1bQZRhU&hl=en-GB</p>	<p>Bare Necessities https://www.youtube.com/watch?v=y7ZbslLGsc4</p>	<p>Easter Bunny – Rap Body Percussion https://www.youtubekids.com/watch?v=dMVvRY_jRjE&hl=en-GB</p>