




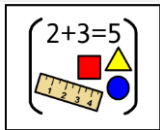
Halesbury School
Medium Term Planning – Spring 2 – 25-26

Class:		Squirrel		Topic:		Europe	
Area of Learning		Week 1 Date: 23.2.26	Week 2 Date: 2.3.26	Week 3 Date: 9.3.26	Week 4 Date: 16.3.26	Week 5 Date: 23.3.26	
Independent Living	<p>My Independence</p> 	<p>Topic: Travel</p> <p>Intent: Crossing Roads</p> <p>Activity: Stopping at the edge of the pavement.</p> <p><i>I can talk about how to stay safe when travelling (e.g. holding hands, crossing roads).</i></p>	<p>Topic: Travel</p> <p>Intent: Crossing Roads</p> <p>Activity: Stopping and looking left and right.</p> <p><i>I can talk about how to stay safe when travelling (e.g. holding hands, crossing roads).</i></p>	<p>Topic: Travel</p> <p>Intent: Crossing Roads</p> <p>Activity: Stopping, looking, and listening for traffic.</p> <p><i>Listen to and follow multi-step instructions for journeys (e.g. "Get your coat and line up for the trip").</i></p>	<p>Topic: Travel</p> <p>Intent: Crossing Roads</p> <p>Activity: crossing Feldon Lane using stop, look and listen.</p> <p><i>Listen to and follow multi-step instructions for journeys (e.g. "Get your coat and line up for the trip").</i></p>	<p>Topic: Travel</p> <p>Intent: Crossing Roads</p> <p>Activity: Previous skills + crossing at traffic lights – looking at the colours</p> <p><i>I can begin to understand simple safety and rules linked to travel (e.g. traffic lights, zebra crossing).</i></p>	
	<p>Cooking</p> 	<p>Topic: Smoothies</p> <p>Intent: Blending</p> <p>Activity: design a smoothie</p> <p><i>I can identify some healthy foods from a selection of pictures.</i></p>	<p>Topic: Smoothies</p> <p>Intent: Blending</p> <p>Activity: Strawberry and banana smoothie recipe - BBC Food</p> <p><i>I can choose fruit to go in a fruit salad.</i></p>	<p>Topic: Smoothies</p> <p>Intent: Blending</p> <p>Activity: Ordering smoothie instructions.</p> <p><i>I am beginning to identify and name common foods.</i></p>	<p>Topic: Smoothies</p> <p>Intent: Blending</p> <p>Activity: Design a smoothie</p> <p><i>I can identify some healthy foods from a selection of pictures</i></p>	<p>Topic: Smoothies</p> <p>Intent: Blending</p> <p>Activity: Rainbow smoothie.</p>  <p><i>I can cut fruits with a plastic or child safe knife with adult support.</i></p>	

Communication and Language



Number and Problem Solving



LA –
MA –
HA –

Science

Topic: Non-Fiction/Fact Files

Text – UK

United Kingdom Fun Facts

Where is it?

- The United Kingdom is an island country in the continent of Europe. It is made up of four countries: England, Wales, Scotland and Northern Ireland.
- The capital of the UK is London. London is also the capital of England.

What might you see there?

- The UK has 7723 miles of coastline and is surrounded by the North Atlantic Ocean, the Irish Sea, the North Sea and the English Channel.
- Mountains can be found in many regions across the UK. Ben Nevis in Scotland is the tallest mountain, measuring an amazing 1343 metres tall!
- The river Severn is the longest river in the UK and flows from Wales through to England. Across the UK you will also find wetlands, lakes, forests and farmland alongside many cities, towns and villages.

Individual STAR targets

Makaton Sign: world

Topic: Non-Fiction/Fact Files

Text – France

France

Where is it?

- France is on the continent of Europe.
- The capital city is Paris.
- It has land borders with eight countries.
- It has coastlines on the north, south and west sides.

What might you see?

- Mont Blanc is one of Europe's highest peaks. It is in the French Alps.
- The Eiffel Tower is the tallest building. It was built in 1889.
- The Notre Dame Cathedral and Arc de Triomphe are famous landmarks in Paris.

What is the wildlife like?

- Wild boar, moose, lynx, brown bear and wolf live in France.
- There are forests and heathlands in the north.
- Capercazue trees, vines and lemon trees grow in the south.

Individual STAR targets

Makaton Sign: Star

Topic: Non-Fiction/Fact Files

Text – Italy

Italy

Where is it?

- Italy is a country in Europe that borders the Mediterranean Sea.
- It shares land borders with France, Switzerland, Austria and Slovenia.
- The capital city is Rome.
- Italy and San Marino are two Italian islands.

What might you see?

- The Alps and Apennines are mountain ranges.
- The longest river is the Po. Lake Como and Lake Garda can be found in the north of the country.
- Famous landmarks include the Colosseum, the Leaning Tower of Pisa and the Duomo Bridge.
- Chianti, Igles and mountain goats live in national parks in the Alps and Apennines.
- The Marzotto brown bear is found in the Abruzzo National Park.
- Wolves live in the Apennines.

Did you know...?

- 1 Modern pasta was first created in Italy.
- 2 People can travel through the canals of Venice on boats or water buses.
- 3 Leonardo da Vinci is a famous Italian artist. He painted the Mona Lisa.

Individual STAR targets

Makaton Sign: King

Topic: Non-Fiction/Fact Files

Text – Spain

Spain

Where is it?

- Spain is on the continent of Europe.
- The bordering countries are Portugal, France, Andorra and Morocco.
- It also borders the Atlantic Ocean and the Mediterranean Sea.

What might you see?

- The Pyrenees mountain range is on the north of Spain. It runs along the border with France.
- The longest river in Spain is the Ebro.
- A famous landmark is the Alhambra. It is a palace in the city of Granada.
- The Iberian lynx is an endangered species of wild cat that is only found in Spain and Portugal.
- Other animals include the Iberian wolf, the Spanish ibex and the Cantabrian brown bear.
- The national flower is the red carnation.

Did you know...?

- 1 The women's national football team won the World Cup in 2023 and the men's team won in 2020.
- 2 Popular holiday spots include the Costa Blanca, the Costa del Sol and the island of Ibiza. Mallorca and Lanzarote.
- 3 Paella is a traditional dish made of rice, vegetables and meat or seafood.

Individual STAR targets

Makaton Sign: Crown

Topic: Non-Fiction/Fact Files

Text – Poland

Poland

Where is it located?

- Poland is a country in Europe.
- It shares its borders with seven countries.
- It borders the Baltic Sea.
- The capital city is Warsaw.

What might you see?

- There are sandy beaches in the north.
- There are around 10,000 lakes.
- Mountain ranges include the Carpathians and the Sudetes.
- There are many museums and theatres in Warsaw.

What is the wildlife like?

- There is a very old forest in Poland called the Białowieża. Lots of different animals live here, including bison.
- Goats, brown bears, beavers, elk and wolves can be found in the country.

Individual STAR targets

Makaton Sign: Moon

Topic: Measure

Focus: Length & Height

Mon – Explore lengths

Tue – Compare lengths

Thur – Order length

Fri – Measure lengths

Individual STAR targets

Topic: Measure

Focus: Height

Mon – Explore height

Tue – Compare height

Thur – Order heights

Fri – measure heights

Individual STAR targets

Topic: Measure

Focus: Mass

Mon – Explore weight

Tue – Compare mass

Thur – Find balance

Fri – Measure mass

Individual STAR targets

Topic: Measure

Focus: Volume

Mon – Explore capacity

Tue – full & empty

Thur – Compare capacity

Fri – Measure capacity

Individual STAR targets

Topic: Measure

Focus: Mixed measuring.

Mon – Measure length

Tue – measure height

Thur – measure mass

Fri – measure volume

Individual STAR targets

Topic: Earth and Space

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Topic: Earth and Space

		<p>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.</p> <p>Focus: Sun</p> <p>Activity: Video + craft</p>  <p><i>I can say that the sun gives us light in the day and the moon shines at night.</i></p>	<p>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.</p> <p>Focus: Stars</p> <p>Activity: video + craft</p>  <p><i>I can notice the sky and talk about what I see (sun, moon, stars).</i></p>	<p>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.</p> <p>Planets</p> <p>Activity: Video + Ordering the planets cut and stick.</p>  <p><i>I can recognise that the sun, moon and Earth are different objects.</i></p>	<p>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.</p> <p>Earth</p> <p>Activity: video and activity</p>  <p><i>I can say that the Earth moves around the sun and the moon moves around the Earth.</i></p>	<p>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.</p> <p>Moon</p> <p>Activity: video and painting</p> <div data-bbox="1839 568 2168 818"> <p>Moon Rock Painting</p> <p>You will need:</p> <ul style="list-style-type: none"> - grey paint - black cardboard - box of chalk (around 9-10 sticks) - freezer bag - white pencil crayon - tablespoon - small plate - rolling pin - paintbrush - mixing bowl - scissors - 1/2 cup of water - silver eco-glitter (optional)  </div> <p><i>I can describe what I see in the sky during the day and night.</i></p>
Community &	World Around Us 	<p>Subject: History</p> <p>Topic: Kings and Queens</p> <p>Intent: Chronological Order.</p> <p>Focus: Kings and Queens – What are they?</p>	<p>Subject: History</p> <p>Topic: Kings and Queens</p> <p>Intent: Chronological Order.</p> <p>Focus: Ordering Kings and Queens</p>	<p>Subject: History</p> <p>Topic: Kings and Queens</p> <p>Intent: Chronological Order.</p> <p>Focus: King Charles</p> <p>Activity: King Charles facts</p>	<p>Subject: History</p> <p>Topic: Kings and Queens</p> <p>Intent: Chronological Order.</p> <p>Focus: Royal items - Crowns</p> <p>Activity: Creating a Crown</p>	<p>Subject: History</p> <p>Topic: Kings and Queens</p> <p>Intent: Chronological Order.</p> <p>Focus: Royal Banquet</p> <p>Activity: Kings Feast Role-Play</p>

		<p>Activity: Matching royal items.</p> <p><i>Use more confident language to describe past and present (e.g. "A long time ago...").</i></p>	<p>Activity: Chronological ordering.</p> <p><i>I can use more confident language to describe past and present (e.g. "A long time ago...").</i></p>	<p><i>I can talk about important people and events from a long time ago.</i></p>	<p><i>I can talk about important people and events from a long time ago.</i></p>	<p><i>I can talk about important people and events from a long time ago.</i></p>
<p>PSHE</p> 	<p>Topic: Behaviour</p> <p>Intent: Understand what behaviour is and how it affects themselves and others</p> <p>Focus: Acceptable Behaviour</p> <p>Activity: Sorting behaviour</p> <p><i>I can begin to recognise basic emotions with adult support.</i></p>	<p>Topic: Behaviour</p> <p>Intent: Understand what behaviour is and how it affects themselves and others</p> <p>Focus: Zones of Regulation - Red zone</p> <p>Activity: Matching red zone behaviour</p> <p><i>I can use words or actions to express feelings appropriately.</i></p>	<p>Topic: Behaviour</p> <p>Intent: Understand what behaviour is and how it affects themselves and others</p> <p>Focus: Zones of Regulation - yellow zone</p> <p>Activity: Matching yellow zone behaviour</p> <p><i>I can use words or actions to express feelings appropriately.</i></p>	<p>Topic: Behaviour</p> <p>Intent: Understand what behaviour is and how it affects themselves and others</p> <p>Focus: Zones of Regulation - Green zone</p> <p>Activity: Matching green zone behaviour</p> <p><i>I can use words or actions to express feelings appropriately.</i></p>	<p>Topic: Behaviour</p> <p>Intent: Understand what behaviour is and how it affects themselves and others</p> <p>Focus: Zones of Regulation - Blue zone</p> <p>Activity: Matching blue zone behaviour</p> <p><i>I can use words or actions to express feelings appropriately.</i></p>	
<p>Health & Well being</p> <p>Music</p> 	<p>Topic: Exploring Pitch</p> <p>Intent: Understanding high and low sounds</p> <p>Focus: What is pitch?</p> <p>Activity: Playing low sound and high sound.</p> <p><i>I can explore pitch (high/low), volume</i></p>	<p>Topic: Exploring Pitch</p> <p>Intent: Understanding high and low sounds</p> <p>Focus: Pitch game?</p> <p>Activity: High or Low sound show widget card to match the given sound.</p>	<p>Topic: Exploring Pitch</p> <p>Intent: Understanding high and low sounds</p> <p>Focus: Pitch and voices.</p> <p>Activity: Do-Re-Mi activity.</p> <p><i>I can explore pitch (high/low), volume</i></p>	<p>Topic: Exploring Pitch</p> <p>Intent: Understanding high and low sounds</p> <p>Focus: Pitch and voices.</p> <p>Activity: Can I hear your speaking voices activity.</p> <p><i>I can explore pitch (high/low), volume</i></p>	<p>Topic: Exploring Pitch</p> <p>Intent: Understanding high and low sounds</p> <p>Focus: High and Low instruments</p> <p>Activity: Sorting high and low instruments.</p>	

	<i>(loud/quiet), and tempo (fast/slow).</i>	<i>I can explore pitch (high/low), volume (loud/quiet), and tempo (fast/slow).</i>	<i>(loud/quiet), and tempo (fast/slow).</i>	<i>(loud/quiet), and tempo (fast/slow).</i>	<i>I can explore pitch (high/low), volume (loud/quiet), and tempo (fast/slow).</i>
I.T 	<p>Topic: Digital Writing</p> <p>Skill: Build confidence and creativity in writing using digital tools</p> <p>Focus: Digital letters</p> <p>Activity: Explore writing letter shapes on Purple Mash.</p> <p><i>I can use apps to draw, paint, record audio or create simple stories.</i></p>	<p>Topic: Digital Writing</p> <p>Skill: Build confidence and creativity in writing using digital tools</p> <p>Focus: Digital Numbers</p> <p>Activity: Explore writing number shapes on Purple Mash.</p> <p><i>I can use apps to draw, paint, record audio or create simple stories.</i></p>	<p>Topic: Digital Writing</p> <p>Skill: Build confidence and creativity in writing using digital tools</p> <p>Activity: Digital Typing</p> <p>Activity: Writing planets on word and changing effects font/colour/size</p> <p><i>I can combine simple text, images or sounds using early-years-friendly tools.</i></p>	<p>Topic: Digital Writing</p> <p>Skill: Build confidence and creativity in writing using digital tools</p> <p>Activity: Digital Effects</p> <p>Activity: Writing name on word and changing effects word art.</p> <p><i>I can combine simple text, images or sounds using early-years-friendly tools.</i></p>	<p>Topic: Digital Writing</p> <p>Skill: Build confidence and creativity in writing using digital tools</p> <p>Activity: Digital Draw</p> <p>Activity: Drawing themselves to accompany their name on Word using tools in draw.</p> <p><i>I can combine simple text, images or sounds using early-years-friendly tools.</i></p>
Art 	<p>Topic: Materials</p> <p>Intent: Students explore tools like paint, clay, pencils, to understand how they affect artwork.</p> <p>Activity: Using coloured pencils to create a drawing</p> <p><i>I can use different pencils, pens, and tools to make marks.</i></p>	<p>Topic: Materials</p> <p>Intent: Students explore tools like paint, clay, pencils, to understand how they affect artwork.</p> <p>Activity: Using paint to create a picture.</p> <p><i>I can use different brushes and strokes to create effects.</i></p>	<p>Topic: Materials</p> <p>Intent: Students explore tools like paint, clay, pencils, to understand how they affect artwork.</p> <p>Activity: Using glue to box model.</p> <p><i>I can explore and shape materials like clay, paper, fabric, or recycled items.</i></p>	<p>Topic: Materials</p> <p>Intent: Students explore tools like paint, clay, pencils, to understand how they affect artwork.</p> <p>Activity: Using glue to stick fabrics and papers.</p> <p><i>I can cut, tear, and arrange materials to make pictures or patterns.</i></p>	<p>Topic: Materials</p> <p>Intent: Students explore tools like paint, clay, pencils, to understand how they affect artwork.</p> <p>Activity: Creating a piece of art using fabric, pencils, paint, paper, box modelling.</p> <p><i>I can combine different materials to create effects.</i></p>

	<p>PE</p> 	<p>Topic: Football</p> <p>Intent: Teach students the basic skills, rules, and teamwork involved in playing football.</p> <p>Activity: dribbling and moving</p> <p><i>I can manipulate a variety of balls - kicking</i></p>	<p>Topic: Football</p> <p>Intent: Teach students the basic skills, rules, and teamwork involved in playing football.</p> <p>Activity: passing a ball.</p> <p><i>I can manipulate a variety of balls - kicking</i></p>	<p>Topic: Football</p> <p>Intent: Teach students the basic skills, rules, and teamwork involved in playing football.</p> <p>Activity: kicking and shooting</p> <p><i>I can manipulate a variety of balls - kicking</i></p>	<p>Topic: Football</p> <p>Intent: Teach students the basic skills, rules, and teamwork involved in playing football.</p> <p>Activity: Football drills.</p> <p><i>I can manipulate a variety of balls - kicking</i></p>	<p>Topic: Football</p> <p>Intent: Teach students the basic skills, rules, and teamwork involved in playing football.</p> <p>Activity: Mini football game.</p> <p><i>I can manipulate a variety of balls - kicking</i></p>
	 <p>Out and About</p>	<p>Walking in the community to the shops and library</p> <p>Focus – Walk around the block.</p>	<p>Walking in the community to the shops and library</p> <p>Focus – Walk to shops for smoothie ingredients.</p>	<p>Walking in the community to the shops and library</p> <p>Focus – Walk to the library.</p>	<p>Walking in the community to the shops and library</p> <p>Focus – Walk to shops for smoothie ingredients.</p>	<p>Walking in the community to the shops and library</p> <p>Focus – Walk to library.</p>