
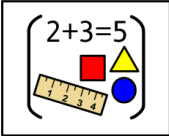






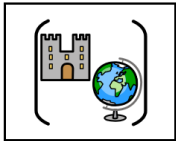
**Halesbury School  
Medium Term Planning**


Class:		Beech			Topic:	Eurovision	
Area of Learning		Week 1 Date: 16/02/26	Week 2 Date: 23/02/26	Week 3 Date: 02/03/26	Week 4 Date: 09/03/26	Week 5 Date: 16/03/25	
		<b>Mondays</b> – Review of initial letter sounds. The sound will be the Handwriting and Makaton focus for the week.					
		Phase 5 review/Lexia Phase 3 Rec/Spring 1(Halfway through) Phase 3 Rec/Spring 1 (From the beginning) Phase 2 – Rec/Autumn 1 <b>All – Tricky word games and activities related to the Phase the children are working on.</b>					
<b>Education + Employment</b>	<b>Phonics</b>						
	<b>Communication and Language</b> 	<p><b>Topic - Poems, Songs and Rhymes/What is poetry?</b></p> <p><a href="#">Writing Poetry for Kids - Episode 1 : What is it? - YouTube</a></p> <p>The children will have the opportunity to explore and read/listen to a range of poems.</p> <p>Each group will choose a poem to learn and then share with the rest of the class.</p> <p>Throughout the week the children will take part in a range of rhyming activities.</p> <p><b>I can listen to others and respond appropriately in a small group with peers.</b></p> <p><b>I can communicate my likes and dislikes.</b></p> <p><b>I can comment on what I like and dislike about a story, performance or an activity.</b></p>	<p><b>Topic - Poems, Songs and Rhymes/The Talent Show (Jo Hodgkinson)</b></p> <p>Introduction to ‘The Talent Show’ story. Only read pages 1 to 8 to start with.</p> <p>Highlighting rhyming words in the story.</p> <p>Introduce the children to writing poetry using their senses: <a href="#">Writing Poetry for Kids - Episode 2 : Five Senses - YouTube</a></p> <p>Give the children the picture from the book where the animals are holding auditions and as a group make lists of what they can see/hear/smell/taste/touch</p> <p>Encourage the children to have ago at writing their own poem: I can see..... I can hear----- I can smell .....</p>	<p><b>Topic - Poems, Songs and Rhymes/The Talent Show (Jo Hodgkinson)</b></p> <p>Read the rest of the story ‘The Talent show’.</p> <p>Highlighting rhyming words in the story.</p> <p>Introduce the children to writing poetry using rhyming words: <a href="#">Writing Poetry for Kids - Episode 6 : Rhyming - YouTube</a></p> <p>Rhyming pairs posters. Rhyming patterns.</p> <p><b>I can find rhyming words in the story.</b></p> <p><b>I can continue a rhyming string verbally.</b></p>	<p><b>Topic - Poems, Songs and Rhymes/The Talent Show (Jo Hodgkinson)</b></p> <p>Animal rhyming words sorting activity.</p> <p>Ronald the rhyming rhino activity.</p> <p>Throughout the week the children will take part in a range of rhyming activities.</p> <p>Writing rhyming poems about the animals in the story.</p> <p><b>I can find rhyming words in the story.</b></p> <p><b>I can continue a rhyming string verbally.</b></p> <p><b>I can correctly sequence words to form a sentence.</b></p> <p><b>I can use my phonics knowledge to help me spell words.</b></p>	<p><b>Topic - Poems, Songs and Rhymes/The Talent Show (Jo Hodgkinson)</b></p> <p>The Poetry Talent Show</p> <p>To create a poetry book using all the poems the children have written this term called ‘The Talent Show’.</p> <p>To get the children to perform their poems to their parents or another class.</p> <p><b>I can comment on what I like and dislike about a story, performance or an activity.</b></p> <p><b>I can use appropriate volume.</b></p> <p><b>I can recite a simple rhymes and poems, with others.</b></p>	



	<p>I can recite a simple rhymes and poems, with others. I can link two words that rhyme. I can listen to a range of poems at a level beyond that at which I can read independently.</p>	<p>I can hear ..... I can feel .....</p> <p>I can find rhyming words in the story. I can correctly sequence words to form a sentence. I can use my phonics knowledge to help me spell words.</p>			
	<p>Choose a poem for the children to learn this week. In reading session – Comprehension</p>	<p>Choose a poem for the children to learn this week. In reading session – Comprehension</p>	<p>Choose a poem for the children to learn this week. In reading session – Comprehension</p>	<p>Choose a poem for the children to learn this week. In reading session – Comprehension</p>	<p>Choose a poem for the children to learn this week. In reading session – Comprehension</p>
<p><b>Number and Problem Solving</b></p> 	<p><b>Number and Place Value or Addition and Subtraction</b>  <b>Group 1</b> – Communitive law  <b>Group 2</b> – Doubling numbers  <b>Group 3</b> – Subtracting 1 using real life objects.  <b>Group 4</b> – Counting back from ten.</p>	<p><b>Measure</b>  <b>Group 1</b> – Kilograms or grams?  <b>Group 2</b> – Measuring using grams  <b>Group 3</b> – Measuring using non-standard measures and balance scales.  <b>Group 4</b> – Heavy and light</p>	<p><b>Measure</b>  <b>Group 1</b> – using apparatus to measure weight heavier/lighter than 5 grams.  <b>Group 2</b> – Kilograms or grams?  <b>Group 3</b> – Measuring using grams  <b>Group 4</b> – Measuring using non-standard measures and balance scales.</p>	<p><b>Measure</b>  <b>Group 1</b> – To measure to the nearest unit.  <b>Group 2</b> – Choosing appropriate measure to measure height/length.  <b>Group 3</b> – Measuring using CM  <b>Group 4</b> – Measuring using non-standard measures</p>	<p><b>Number and Place Value or Addition and Subtraction</b>  <b>Group 1</b> – addition problem solving  <b>Group 2</b> – To use a part whole diagram to sprit groups of objects in different ways.  <b>Group 3</b> – Doubling numbers  <b>Group 4</b> – Ordering numbers backwards from 10.</p>

	<p><b>Science</b></p>  <p><b>AQA: Sound</b></p>	<p><b>Focus: Sound – How are sounds made?</b></p> <p><b>Intent:</b> Appreciate the properties of sound.</p> <p>Musical instruments → how do they make sound?</p> <p>How do we hear sounds? Can you make your vocal cords vibrate?</p> <p>Challenge → Make an a-z list of different sounds. Sort the sounds into natural and man-made. Sort the sounds into loud and quiet – talk about volume.</p> <p>What is the difference between sound and noise?</p> <p><b>I can identify how sounds are made.</b> <b>I begin to understand what is meant by the word ‘vibrate’.</b> <b>I can sort sounds into different groups.</b> <b>I can compare sounds to tell which are loud or quiet.</b> <b>I can explore how to change a sound by striking, plucking, or blowing.</b></p>	<p><b>Focus: Sound – Changing sound</b></p> <p><b>Intent:</b> Appreciate the properties of sound.</p> <p>Reinforce – Sound vibration</p> <p>Investigation – Do sound waves travel through different materials?</p> <p>What can you hear? What has the sound had to travel through? Has this effected the sound?</p> <p><b>I can understand that sound travels from its source to my ear.</b> <b>I can investigate whether sound can travel through different materials.</b> <b>I can find out which materials make sounds louder or quieter.</b> <b>I can make simple observations and record what I discover about sounds.</b> <b>I can identify how sounds are made and know that they come from something vibrating.</b></p>	<p><b>Focus: Sound – Changing sound</b></p> <p><b>Intent:</b> Appreciate the properties of sound.</p> <p>Investigation – To explore the relationship between distance and volume.</p> <p>What happens to a sound as it travels further away?</p> <p>Creating an investigation with the children’s help. What can we do? How can we make it fair? How will we record what we find out?</p> <p><b>I can explore the relationship between distance and volume.</b> <b>I can use words like loud, soft, high, low, and volume to talk about sounds.</b> <b>I can make simple observations and record what I discover about sounds</b> <b>I can recognise that sounds get quieter as I move further away from the source.</b></p>	<p><b>Focus: Sound – Changing sound</b></p> <p><b>Intent:</b> Appreciate the properties of sound.</p> <p>Investigation – To find out what is the best material to use in preventing vibrations from sound sources reaching the ear.</p> <p>Why do we need to protect our ears from sound? What can we do? How can we make it fair? How will we record what we find out?</p> <p><b>I can carry out an investigation.</b> <b>I can make simple observations and record what I discover about sounds.</b> <b>I understand that our ears need protecting from some sounds.</b></p>	<p><b>Focus: Sound – Changing sound</b></p> <p><b>Intent:</b> Appreciate the properties of sound.</p> <p>Investigation – To investigate how sounds can be different pitches and volumes.</p> <p>Listening to an orchestra and identifying different instruments.</p> <p>Pitch/Volume</p> <p>What can we do? How can we make it fair? How will we record what we find out?</p> <p><b>I can carry out an investigation.</b> <b>I can make simple observations and record what I discover about sounds.</b> <b>I can investigate how sounds can be different pitches and volumes.</b> <b>I can find patterns between the pitch of a sound and the object that made it (for example, shorter or tighter strings make higher sounds).</b></p>
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	<p><b>My Independence</b></p> 	<p style="text-align: center;"><b>PM – My independence</b> <b>Intent:</b> Making/receiving a phone call</p> <p><b>AQA 76837</b> <b>Basic Introduction to using a mobile phone:</b></p> <ol style="list-style-type: none"> <li>Turn on the mobile phone by pressing the on/off button</li> <li>Dial a given number to make a call and end the call by pressing the end call button</li> <li>Answer the mobile phone when it rings by pressing the pickup call button and end the call by pressing the end call button</li> <li>Answer the mobile phone when it rings by pressing the pickup call button</li> <li>Turn off the mobile phone by pressing the on/off button</li> <li>Making and receiving phone calls on three separate occasions</li> </ol>			<p><b>X3 Lessons →</b> Receiving Family and friends <b>C&amp;L Focus:</b> Greetings and maintaining interactions by answering questions.</p> <p><b>X3 Lessons →</b> Calling Family and friends. <b>C &amp; L Focus:</b> Greetings, initiating interaction (purpose of call), asking questions to</p>	
<p><b>Independent Living</b></p>	<p><b>Cooking Mrs Stockden</b></p>  <p><b>COOKING FOR A PURPOSE</b> Plan, prepare and cook simple dishes that meet meaningful, real-world purposes- community contribution,</p>	<p><b>Why do we cook?</b></p> <p>Briefly discuss reasons why we cook. Look at widget pictures of celebrations and choose food relating to each celebration.</p> <p><i>Intent:</i> <i>I can recognise that some food is cooked for certain celebrations i.e. birthdays.</i></p>	<p><b>Life Skills - weighing and measuring</b></p> <p><b>Make measuring spoon banana oat muffins</b></p> <p>Focus on using measuring spoons with adult support</p> <p><i>Intent:</i> <i>I can use measuring spoons to measure dry ingredients with adult support</i></p>	<p><b>Cooking for celebration</b> (Mother's Day)</p> <p><b>Cook cupcakes</b></p> <p>Focus on using scales to weigh out ingredients</p> <p><i>Intent:</i> <i>I can use digital scales to weigh dry ingredients with adult support</i></p>	<p><b>Cooking for sustainability/food waste issues</b></p> <p><b>Cook loaded jackets</b></p> <p>Jacket potatoes to be cooked and cooled in advance. Students to choose toppings and make filling before cooking. Discuss how leftovers could be used to make up the filling</p>	<p><b>Cooking for kindness</b> (gifts and community)</p> <p><b>Cook Easter biscuits</b></p> <p>Some ingredients to be weighed in advance but students to practise weighing skills to weigh out flour and sugar. Discuss that 1 biscuit can be given as a gift to friend, family member etc and wrap in bag with sticker</p>

	sustainability, celebrations and meeting users' needs				Discussion/ worksheet re using leftovers  <i>Intent:</i> <i>I can wash up my dirty cooking equipment with adult support</i>	<i>Intent:</i> <i>I can show you what a rolling pin is used for</i>
<b>Community + Relationships</b>	<p><b>World Around Us</b></p> 	<p><b>Topic:</b> King and Queens</p> <p><b>Intent:</b> Chronological order of events. What effect of past monarchs had on our lives today?</p> <p>Give the children a picture of Queen Elizabeth the first and second but do not tell them any information. Ask the children to discuss what they can see in each picture.</p> <p>What is a Monarch?</p> <p>Quick introduction to Queen Elizabeth the first and when she was the monarch, Repeat with Queen Elixabeth the second. Place each queen on a timeline.</p> <p>What would you like to find out about each Queen? How can you find out more information?</p> <p>Happy families sorting activity</p> <p>Finding information from a letter.</p> <p><b>Queen Elizabeth I and Queen Elizabeth II <a href="#">Who were Queen Elizabeth I and Queen Elizabeth II? - BBC Teach</a></b></p>	<p><b>Topic:</b> King and Queens</p> <p><b>Intent:</b> Chronological order of events. What effect of past monarchs had on our lives today?</p> <p>Queen Elizabeth II</p> <p>Reign – What does this word mean?</p> <p>Living memory – Which Elizabeth reigns in our living memory?</p> <p>A family tree starting from George V.</p> <p>Changes made during Elizabeths reign.</p> <p><b>I can make a family tree. I understand what the word reign means. I can use simple words to talk about time, like past, present, long ago, now, before, and after. I can explain why some people and events are remembered today. I can use different sources, like pictures, artefacts, books, and digital media, to find out about the past.</b></p>	<p><b>Topic:</b> King and Queens</p> <p><b>Intent:</b> Chronological order of events. What effect of past monarchs had on our lives today?</p> <p>Queen Elizabeth I</p> <p>Not in living memory. Timeline activity. Tudor time</p> <p>Heir – What does this word mean?</p> <p>The Tudor period was different to today: What did they wear? What did they eat? What were their homes like? How do we know?</p> <p>Different sources of evidence.</p> <p>Changes made during Elizabeths reign.</p> <p><a href="#">Who was Queen Elizabeth I? - BBC Bitesize</a></p> <p><b>I can use simple words to talk about time, like past, present, long ago, now, before, and after.</b></p>	<p><b>Topic:</b> King and Queens</p> <p><b>Intent:</b> Chronological order of events. What effect of past monarchs had on our lives today?</p> <p>Comparing two periods in time: Towns Jobs Education Clothes Transport Shops Houses</p> <p>Similarities and difference.</p> <p>Matching pictures to time periods.</p> <p>Timeline activity.</p> <p>Which time period would you like to have lived in?</p> <p><b>I can use different sources, like pictures, artefacts, books, and digital media, to find out about the past. I can put events and objects in the order they happened. I can compare to periods in time.</b></p>	<p><b>Topic:</b> King and Queens</p> <p><b>Intent:</b> Chronological order of events. What effect of past monarchs had on our lives today?</p> <p>Comparing and contrasting the two queens.</p> <p>Activity - Who am I?</p> <p>What contribution has each queen made?</p> <p>Comparing pictures of the two queens: Why don't we have a photograph of Elizabeth the I? Which queen looks the most powerful?</p> <p>Which queen do you think contributed the most to Britain?</p> <p><b>Queen Elizabeth I and Queen Elizabeth II <a href="#">Who were Queen Elizabeth I and Queen Elizabeth II? - BBC Teach</a></b></p> <p><b>I can use different sources, like pictures, artefacts, books, and digital media, to find out about the past.</b></p>

		<p>I can learn information about two famous queens call Ellizabeth.</p> <p>I can put events and objects in the order they happened.</p> <p>I can use simple words to talk about time, like <i>past, present, long ago, now, before, and after.</i></p>		<p>I can explain why some people and events are remembered today.</p> <p>I can use different sources, like pictures, artefacts, books, and digital media, to find out about the past.</p>		<p>I can use simple words to talk about time, like <i>past, present, long ago, now, before, and after</i></p> <p>I can explain why some people and events are remembered today.</p>	
	<p><b>PSHE</b> <b>Mrs Ralphs</b></p> 	<p><b>Healthy Me</b> <b>Drugs, Alcohol &amp; Tobacco</b></p> <p><b>Skill</b> <i>I can recognise things I can put in my body that are safe.</i></p> <p>Recap PSHE rules.</p> <p>Play 'The Healthy Jigsaw Circle'. Standing in a circle or in their seat, invite pupils will think of an answer to the stem sentence: 'Something I can put in my body to stay healthy is...'</p> <p>Pupils to share answers by passing Jigsaw Jino around as the 'turn-taking' object.</p> <p>Some will give reasons why this is healthy.</p> <p>Circle things that are healthy to put in your body activity. Bingo.</p>	<p><b>Healthy Me</b> <b>Drugs, Alcohol &amp; Tobacco</b></p> <p><b>Skill</b> <i>I can recognise risky places or situations.</i></p> <p><i>I can recognise that not all substances are safe.</i></p> <p>Substance story – scenario.</p> <p>Drawing activity - Pupils to listen to a drug story. Stop the story here and draw activity.</p> <p>Some pupils will add words to their drawing.</p> <p>Pupils to discuss and answer 2 questions about the story independently or using a word mat.</p>	<p><b>Healthy Me</b> <b>Drugs, Alcohol &amp; Tobacco</b></p> <p><b>Skill</b> <i>I can show a basic understanding of what drugs and alcohol are.</i></p> <p>Discuss 'what a drug is' as a group using images where needed.</p> <p>Discuss as a group 'what do you know about drugs'</p> <p>List these using words and widget images.</p> <p>Play widget bingo.</p>	<p><b>Healthy Me</b> <b>Drugs, Alcohol &amp; Tobacco</b></p> <p><b>Skill</b> <i>I can recognise that not all drugs look the same.</i></p> <p>Discuss and look at the widget images of different drugs and explain that not all drugs look the same.</p> <p>How do they look/are different?</p> <p>Discuss ages and law around alcohol, Tobacco and vapes.</p>	<p><b>Healthy Me</b> <b>Drugs, Alcohol &amp; Tobacco</b></p> <p><b>Skill</b> <i>I can recognise what medicines are.</i></p> <p><i>I can read simple labels (e.g. warnings on medicine bottles).</i></p> <p>Discuss how do we know if a drug is a medicine you need to take, using real life images of medicines and labels/prescriptions.</p> <p>Choose 5 emotion words/widget from the list that describe their feelings about drugs.</p>	
	<p><b>Creative Art</b> <b>Mrs Chamberlain</b></p>	<p>This half term students will look at different styles of costumes and outfits worn by contestants of the Eurovision song contest as a stimulus for their own design project. Students will then design and make a costume.</p>					

 <p><b>Beech</b></p>	<p>Today students had a mindfulness lesson and used their creative skills to promote a positive mindset.</p>	<p>Students will look at past outfits and costumes of Eurovision contestants. Students will discuss as a class which ones stood out and why. Students will listen to some Eurovision songs and play along.</p>	<p>Students will design their own Eurovision contest outfit.</p>	<p>Students will design their own Eurovision contest outfit.</p>	<p>Students will present their own design project.</p>
<p><b>IT</b></p>	<p><b>Purple Mash - The Internet</b> To understand how the internet, the World Wide Web and a browser work together. <b>I can describe what the internet is.</b> <b>I can describe what the World Wide Web is.</b> <b>I can give examples of browsers.</b> <b>I can understand that the internet connects people and information all around the world.</b></p>	<p><b>Purple Mash - Devices and Connecting to the Internet</b> To understand the different types of hardware used to access the internet and their functions. <b>I can name examples of smart devices.</b> <b>I can recognise that a smart device is something that is able to connect to the internet.</b> <b>I can describe how modems, routers and cables help people to connect to the internet.</b></p>	<p><b>Purple Mash - Websites and Webpages</b> To understand the difference between a website and a webpage and use a school website to find information. <b>I can explain the difference between a website and a webpage.</b> <b>I can use a website to find information.</b> <b>I can answer questions about my school using its website.</b></p>	<p><b>Purple Mash - Browsers &amp; Search Engines</b> To understand the difference between a browser and a search engine, and to practise searching for information safely. <b>I can explain the difference between a browser and a search engine.</b> <b>I can use a search engine to find information.</b> <b>I can answer questions by searching safely.</b></p>	<p><b>Purple Mash – Assessment</b></p>
<p><b>PE</b></p> 	<p style="text-align: center;"><b>Yoga</b></p> <p style="text-align: center;"><b>Key Movement Knowledge:</b> Developing awareness of body movements, coordination, and spatial awareness.</p> <p style="text-align: center;"><b>I can turn my body around.</b> <b>I can copy one movement at a time.</b> <b>I can copy body parts and movements (i.e. Touch your head, lift your arms).</b> <b>I can lift my feet, bend my knees and move my legs.</b> <b>I can hold a simple balance for a short period.</b></p>				