




Medium Term Planning

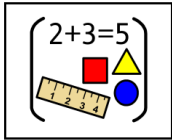
Class: Maple					Topic: Eurovision				
Area of Learning		Week 1 Date: 23/02/2026	Week 2 Date: 02/03/2026	Week 3 Date: 09/03/2026	Week 4 Date: 16/03/2026	Week 5 Date: 23/03/2026			
Independent Living	<p>My Independence</p> 	<p>Making and Receiving an emergency phone call</p> <p>What Is an Emergency? Learning Objective:</p> <p>To understand what an emergency is.</p> <p>To know that in the UK you call 999 in a real emergency.</p> <p>Key Vocabulary:</p> <p>Emergency</p> <p>Danger</p> <p>Police</p> <p>Ambulance</p> <p>Fire</p>	<p>Making and Receiving an emergency phone call</p> <p>What Information Do You Give? Learning Objective:</p> <p>To know what to say when calling 999.</p> <p>Key Teaching Points:</p> <p>Students must say:</p> <p>What service they need</p> <p>What happened</p> <p>Where they are</p> <p>Who is hurt</p> <p>Starter:</p>	<p>Making and Receiving an emergency phone call</p> <p>Staying Calm and Speaking Clearly Learning Objective:</p> <p>To practise speaking clearly and calmly.</p> <p>Starter:</p> <p>Breathing exercise (5 deep breaths).</p> <p>Main Activities:</p> <p>Teacher models:</p> <p>Calm call</p> <p>Panicked call (students identify what was harder to understand)</p>	<p>Making and Receiving an emergency phone call</p> <p>Role Play with Scenarios Learning Objective:</p> <p>To practise making a full emergency call independently.</p> <p>Starter:</p> <p>Quick recap quiz (matching service to emergency).</p> <p>Main Activity:</p> <p>Structured role-play carousel:</p> <p>Fire in kitchen</p>	<p>Making and Receiving an emergency phone call</p> <p>Consolidation & Assessment Learning Objective:</p> <p>To demonstrate understanding of when and how to call 999.</p> <p>Starter:</p> <p>Whole-class discussion: When should you NOT call 999?</p> <p>Explain misuse consequences in simple terms.</p>			

		<p>Starter:</p> <p>Sorting activity: “Emergency or Not?” (e.g., cat stuck in tree, house on fire, broken toy, someone unconscious).</p> <p>Main Activities:</p> <p>Discuss examples of real emergencies.</p> <p>Introduce the number 999 (UK emergency number).</p> <p>Watch a short age-appropriate video about calling emergency services.</p> <p>Matching activity: emergency type → service needed.</p> <p>Include recognition of:</p> <p>National Health Service (ambulance service)</p>	<p>Recap emergency vs non-emergency with picture cards.</p> <p>Main Activities:</p> <p>Introduce a simple script scaffold:</p> <p>“Hello. I need an ambulance. I am at _____. Someone is _____. My name is _____.”</p> <p>Practise filling in blanks with scenarios.</p> <p>Address practice: students learn their home address or school address safely.</p> <p>Practical Task:</p> <p>Paired speaking rehearsal with cue cards.</p> <p>Plenary:</p> <p>Call-and-response repetition of key phrases.</p>	<p>Volume practice: too quiet / too loud / just right.</p> <p>Emotion regulation strategy (e.g., squeeze ball before speaking).</p> <p>Role Play:</p> <p>Students practise answering operator questions:</p> <p>“Which service do you need?”</p> <p>“Where are you?”</p> <p>“Is the person breathing?”</p> <p>Plenary:</p> <p>Self-assessment: 😊 I felt confident / 😐 I need practice / 😞 I found it tricky.</p>	<p>Person collapsed</p> <p>Car accident (simplified)</p> <p>Stranger acting suspiciously</p> <p>One student = caller One student/adult = operator</p> <p>Use toy phones or mobile phone props.</p> <p>Extension:</p> <p>Students try without script prompts.</p> <p>Assessment Opportunity:</p> <p>Use checklist:</p> <p>Said 999</p> <p>Chose correct service</p> <p>Gave location</p> <p>Explained problem</p>	<p>Main Task (Assessment):</p> <p>Students complete:</p> <p>A verbal role-play assessment OR</p> <p>A comic strip showing how to make an emergency call OR</p> <p>Record themselves making a mock call</p> <p>Reflection:</p> <p>Students complete sentence:</p> <p>“If there is an emergency</p>			
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		<p>British Transport Police (police example)</p> <p>London Fire Brigade (fire example)</p> <p>(Explain these are examples of services that respond.)</p> <p>Plenary:</p> <p>Students hold up a card: Police / Fire / Ambulance when given a scenario.</p>			<p>Spoke clearly</p>			
	<p>Cooking</p>  <p>COOKING FOR A PURPOSE</p> <p>Plan, prepare and cook simple dishes that meet meaningful, real world purposes- community contribution, sustainability,</p>	<p>Why do we cook?</p> <p>Briefly discuss reasons why we cook</p> <p>Look at widget pictures and choose food relating to each celebration</p> <p><i>Skill:</i> <i>I can recognise that some food is cooked for certain celebrations ie birthdays</i></p>	<p>Life Skills - weighing and measuring</p> <p>Make measuring spoon banana oat muffins</p> <p>Focus on using measuring spoons with adult support</p> <p><i>Skill:</i> <i>I can use measuring spoons to measure dry ingredients with adult support</i></p>	<p>Cooking for celebration (Mother's Day)</p> <p>Cook cupcakes</p> <p>Focus on using scales to weigh out ingredients. Reminder about oven safety</p> <p><i>Skill:</i> <i>I can use digital scales to weigh dry ingredients with adult support</i></p>	<p>Cooking for sustainability/food waste issues</p> <p>Cook loaded jackets</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>Discussion/</p>	<p>Cooking for kindness (gifts and community)</p> <p>Cook Easter biscuits</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</p>		

	celebrations and meeting users needs				worksheet re using leftovers <i>Skill: I can wash up my dirty cooking equipment with adult support</i>	and wrap in bag with sticker <i>Skill: I can show you what a rolling pin is used for</i>			
Education + Employment	<p>Communication and Language</p> 	<p>Introduction to Poetry, Songs, and Rhymes</p> <p>Objective: Introduce students to the different forms of poetry, songs, and rhymes, with a focus on rhythm, repetition, and sound.</p> <p>Key Activities:</p> <p>Group Discussion: What are poems, songs, and rhymes? How do they make us feel? Discuss different types of poems (e.g., rhyming, free verse, acrostic, etc.).</p> <p>Listening and Responding: Play a</p>	<p>Writing Simple Rhymes</p> <p>Objective: Help students experiment with rhyme, rhythm, and repetition to create their own short poems.</p> <p>Key Activities:</p> <p>Group Activity: Work with students to create a simple class poem. Use a predictable pattern like AABB or ABAB and encourage students to fill in rhyming words.</p> <p>Individual/Pair Work: Ask students to create their own rhyming couplets. Provide templates with the start of a line (e.g., "The sun</p>	<p>Exploring Poems Through Song</p> <p>Objective: Connect poetry and music by looking at how poems can be set to music or sung.</p> <p>Key Activities:</p> <p>Song Exploration: Take a well-known song with a simple structure (e.g., If You're Happy and You Know It) and show how it can be adapted into a poem. Discuss the connection between the music and the rhythm of the words.</p> <p>Creating a Song: As a class, adapt a nursery rhyme or simple poem</p>	<p>Imagery and Emotion in Poems</p> <p>Objective: Explore how poems can express emotions and create images in the mind.</p> <p>Key Activities:</p> <p>Read Emotional Poems: Read a poem that focuses on a strong emotion (e.g., The Tyger by William Blake or a simpler poem like Jabberwocky by Lewis Carroll). Ask students what images or emotions they feel when hearing the poem.</p>	<p>Final Project - Create a Poem or Song Performance</p> <p>Objective: Allow students to demonstrate their understanding and creativity by producing a final poem or song.</p> <p>Key Activities:</p> <p>Planning: Students will decide whether they want to create a short poem or a song. Encourage them to use everything they've learned: rhyme, rhythm, imagery, and emotion.</p>			

		<p>selection of well-known nursery rhymes and simple songs (e.g., Twinkle, Twinkle Little Star, The Wheels on the Bus) and discuss the rhythm and rhyme.</p> <p>Interactive Activity: Have students clap along to the rhythm of a song or rhyme to engage them with the musicality of words.</p> <p>Poetry Exploration: Read a simple, short poem with students. Encourage students to explore feelings and images evoked by the poem.</p> <p>Pupils will understand how different poems communicate their meanings .</p>	<p>is shining, so bright and warm,") and let students complete them with rhyming words.</p> <p>Rhyming Games: Play a rhyming word game where students match words that rhyme or complete partial rhymes in a worksheet.</p> <p>Pupils will understand the function of rhyme.</p>	<p>into a song. Focus on repetition, rhythm, and easy-to-remember words.</p> <p>Performance: Allow students to sing or perform their song in front of the class, focusing on the rhythm and sound.</p> <p>Pupils will use rhyme to create their own poems or songs</p>	<p>Poetry Art: After reading, students draw or create a piece of artwork that represents the poem's imagery.</p> <p>Guided Writing: Ask students to write a short poem about a feeling (e.g., happiness, sadness, excitement) and encourage them to include at least one strong image.</p> <p>Pupils will learn different techniques to show meaning in poetry</p>	<p>Writing: Provide time for students to write or adapt their poem/song. Offer support with brainstorming ideas, rhyming words, or structuring their work.</p> <p>Performance or Display: Students present their poem/song to the class. This could be performed as a song, recited as a poem, or even performed with gestures and visuals.</p> <p>Reflection: After the performances, students will reflect on their work. Discuss what they enjoyed about the process and what they learned.</p> <p>Assessment:</p>			
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						<p>Observe students' participation in discussions and activities, particularly their engagement with rhyme, rhythm, and performance.</p> <p>Review students' individual poems or songs for understanding of structure, use of rhyme, and creativity.</p> <p>Pupils will assess their work using individual success criteria.</p>			
	<p>Number and Problem Solving</p> 	<p>Measure</p> <p>Baseline assessment</p> <p>Height/Length - To understand length and height and associated units of measure.</p> <p>Comparing and measuring height and length.</p>	<p>Measure</p> <p>Mass/Weight - To understand mass/weight and associated units of measure. Comparing and measuring mass/weight in standardised units.</p>	<p>Measure</p> <p>Capacity/Volume – To understand capacity/volume and associated units of measure. Comparing and measuring capacity in standardised units.</p>	<p>Measure</p> <p>Using appropriate language and signs to compare measurements. Solving problems associated with measure.</p>	<p>Measure / Number</p> <p>End of unit assessment in measure. Recap and review of previous work on number.</p>			
	<p>Science</p>	<p>Sound</p> <p>What is Sound?</p> <p>Learning Objective:</p>	<p>Sound</p> <p>How Does Sound Travel?</p> <p>Learning Objective:</p>	<p>Sound</p> <p>How We Hear Sound</p> <p>Learning Objective:</p>	<p>Sound</p> <p>Volume and Pitch</p> <p>Learning Objective:</p>	<p>Sound</p> <p>Protecting Our Hearing & End of Unit Task</p>			



Understand that sound is caused by vibrations

Key Vocabulary:

Sound

Vibrate

Energy

Travel

Lesson Activities:

Starter (5–10 min)

Feel your throat while talking

Tap a ruler on desk and observe movement

Main Activity (Practical Investigation)

Use tuning forks (if available)

Stretch elastic bands over tissue box

Know that sound travels through solids, liquids and gases

Key Vocabulary:

Solid

Liquid

Gas

Medium

Particles

Activities:

Starter Retrieval

What is sound?

What does vibrate mean?

Practical Carousel

String telephone (solid)

Listening through desk (solid)

Water tapping experiment (liquid)

Describe how sound travels to the ear

Key Vocabulary:

Ear

Eardrum

Ear canal

Vibrate

Activities:

Starter

Recap: What is vibration?

Main Teaching

Large labelled diagram of the ear

Simple explanation:

Sound enters ear

Hits eardrum

Eardrum vibrates

Brain interprets signal

Understand difference between loud/quiet (amplitude) and high/low pitch (frequency)

Key Vocabulary:

Volume

Loud

Quiet

Pitch

High

Low

Activities:

Starter

Clap loudly vs softly

High voice vs low voice

Practical Investigation

Elastic band tension experiment (pitch)

Learning Objective:

Understand that loud sounds can damage hearing and know how to stay safe

Key Vocabulary:

Damage

Protect

Ear defenders

Noise

Activities:

Starter Retrieval Quiz

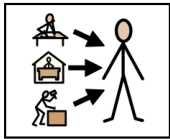
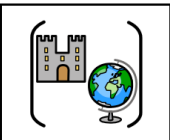
5 short recall questions from previous weeks

Demonstration

Use decibel comparison chart (simplified)


Discuss loud environments


		<p>Observe rice grains bouncing on cling film over a bowl</p> <p>Visual Support</p> <p>Slow-motion video of vibrating objects</p> <p>Diagram showing vibration arrows</p> <p>Plenary</p> <p>Complete sentence stems:</p> <p>“Sound is made when...”</p> <p>“I know something is vibrating because...”</p> <p>Assessment:</p> <p>Verbal questioning</p> <p>Matching task: vibration vs no vibration</p>	<p>Air = talking</p> <p>Model Demonstration</p> <p>Simple particle model using students standing close/far apart</p> <p>Worksheet</p> <p>Label diagrams of particles</p> <p>Sorting activity (best medium for sound)</p> <p>Assessment:</p> <p>Exit ticket: “Sound travels best through _____.”</p>	<p>Hands-on Model</p> <p>Balloon stretched over cup to model eardrum</p> <p>Sequencing Activity</p> <p>Cut-and-stick order of hearing process</p> <p>Assessment:</p> <p>Students explain process using 4-step prompt card</p>	<p>Hit drum softly vs hard (volume)</p> <p>Visual Graph Introduction (Simplified)</p> <p>Big waves = loud</p> <p>Small waves = quiet</p> <p>Close waves = high pitch</p> <p>Spread waves = low pitch</p> <p>Matching Task</p> <p>Match diagram to word</p> <p>Assessment:</p> <p>Mini whiteboard quiz</p>	<p>(concerts, traffic, headphones)</p> <p>Main Task (Assessment Project)</p> <p>Students create ONE of:</p> <p>Safety poster</p> <p>Leaflet</p> <p>Short presentation</p> <p>Comic strip explaining sound</p> <p>Must include:</p> <p>What sound is</p> <p>How we hear</p> <p>How to stay safe</p> <p>Assessment:</p> <p>Checklist rubric:</p> <p>Uses key vocabulary</p>			
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						<p>Correct explanation of vibration</p> <p>Includes safety advice</p>			
	<p>PfA and Careers</p> 	<p>Pupils will be visiting Forge Mill Farm to learn various employability skills that they could use in their future lives. Skills such as team work and initiative will be prioritised.</p>							
<p>Community + Relationships</p>	<p>World Around Us</p> 	<p>Introduction to British Monarchy</p> <p>Lesson Objectives:</p> <p>Understand the concept of a monarchy and the role of kings and queens.</p> <p>Learn about the importance of the monarchy in British history.</p> <p>Activities:</p> <p>What is a Monarch? – Introduce the term "monarch" and discuss the role of kings and queens.</p>	<p>The Early Kings of England</p> <p>Lesson Objectives:</p> <p>Explore the lives and reigns of early kings, focusing on key figures such as King Alfred the Great and William the Conqueror.</p> <p>Understand the impact of these kings on the development of England.</p> <p>Activities:</p> <p>Story Time: Read or watch a short story about a key early monarch (e.g., William</p>	<p>The Tudors – Henry VIII and Elizabeth I</p> <p>Lesson Objectives:</p> <p>Learn about King Henry VIII and Queen Elizabeth I.</p> <p>Understand the significance of Henry's marriages and the religious changes during the Tudor period.</p> <p>Activities:</p> <p>Henry VIII and His Six Wives: Use a simple, colourful chart or video explaining Henry's six marriages and why they were important.</p>	<p>The Victorians – Queen Victoria</p> <p>Lesson Objectives:</p> <p>Understand the reign of Queen Victoria and her importance in British history.</p> <p>Learn about the British Empire during her time.</p> <p>Activities:</p> <p>Queen Victoria's Life: Present key facts about her life using a simple biography or a short video.</p> <p>Discuss her family life, the expansion of</p>	<p>The Modern Monarchy and Queen Elizabeth II</p> <p>Lesson Objectives:</p> <p>Explore the life and reign of Queen Elizabeth II.</p> <p>Learn about the modern role of the British monarchy.</p> <p>Activities:</p> <p>The Role of the Queen Today: Discuss Queen Elizabeth II's role as a monarch and her public duties.</p>			

		<p>Use visuals, a short video, or a simple story about a king or queen to introduce the topic.</p> <p>Have students sort pictures of kings and queens into categories (e.g., "Kings" vs. "Queens" or "Famous" vs. "Not so famous").</p> <p>Key Vocabulary: Royalty, Monarchy, King, Queen, Crown, Throne</p> <p>Use word banks and picture cards.</p> <p>Timeline Activity: Create a simple timeline of monarchs from the earliest to the current queen (Queen Elizabeth II or Charles III).</p> <p>Provide a simplified, illustrated timeline for reference.</p>	<p>the Conqueror and the Battle of Hastings).</p> <p>Discuss what the king did, what challenges he faced, and why he was important.</p> <p>Role-Play: Have students role-play scenes of historical events like the Battle of Hastings or the signing of the Magna Carta.</p> <p>Use simple scripts and assign different roles (king, knight, commoner).</p> <p>King Alfred's Legacy: Discuss how King Alfred created a sense of unity in England and why he is remembered as "Great."</p> <p>Use visuals like maps showing Alfred's kingdom, and make comparisons to modern-day England.</p>	<p>Encourage students to match the wives with their fates (e.g., beheaded, divorced, died naturally).</p> <p>Elizabeth I: Discuss Elizabeth's reign, focusing on her achievements and challenges, such as the Spanish Armada.</p> <p>Show a visual of Queen Elizabeth I and have students draw her crown or create their own Tudor-style collar.</p> <p>Create a Tudor Portrait: Students can design their own "Tudor-style" portrait or crown, using a template and colouring materials.</p>	<p>the British Empire, and her legacy.</p> <p>Victorian Timeline: Students create a simple timeline showing key events during Queen Victoria's reign (e.g., birth, marriage, death).</p> <p>Victoria's Empire: Show a world map highlighting the British Empire under Queen Victoria. Discuss what it means to be an empire.</p> <p>Victorian Fashion: Students could look at Victorian clothing and design a royal gown or suit for a queen or king from the period.</p>	<p>Use simple text or a video explaining her duties and the royal family.</p> <p>Royal Family Tree: Create a simple family tree of the British monarchy, starting from Queen Elizabeth II and working backward.</p> <p>Include photos of the royal family for visual support.</p> <p>Design a Royal Medal: Students design their own royal medal or coin to celebrate Queen Elizabeth II, using symbols associated with the monarchy (crown, lion, etc.).</p> <p>Modern Royalty: Discuss current events, such as royal weddings or state visits, and compare them with the past.</p>		
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						<p>Assessment & Review:</p> <p>Week 5 Review: Recap the key events, monarchs, and achievements discussed throughout the unit.</p> <p>Individual Reflection: Ask students to write their ideas on how monarchy is different in the 21st century</p>			
<p>PSHE Mrs Ralphs</p> 	<p>Healthy Me Drugs, Alcohol & Tobacco</p> <p><i>Skill</i></p> <p><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'.</p>	<p>Healthy Me Drugs, Alcohol & Tobacco</p> <p><i>Skill</i></p> <p><i>I can recognise risky places or situations.</i></p> <p><i>I can recognise that not all substances are safe.</i></p>	<p>Healthy Me Drugs, Alcohol & Tobacco</p> <p><i>Skill</i></p> <p><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>Healthy Me Drugs, Alcohol & Tobacco</p> <p><i>Skill</i></p> <p><i>I can recognise that not all drugs look the same.</i></p> <p>Group discussion that drugs can be split into 4 groups,</p>	<p>Healthy Me Drugs, Alcohol & Tobacco</p> <p><i>Skill</i></p> <p><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>Standing in a circle or in their seat, pupils will think of an answer to the stem sentence: 'Something I can put in my body to stay healthy is...' Pupils to share answers by turn taking. Pupils will give reasons why this is healthy. List items that can be put in your body that are healthy and unhealthy.</p>	<p>Substance story – scenario. Drawing/writing activity - Pupils to listen to a drug story. Stop the story here and draw activity. Some pupils will add words to their drawing to describe what they have drawn. Pupils to discuss and answer 2 questions about the story, giving reasons by drawing, writing or both.</p>	<p>Discuss 'what do you know about drugs?' List these using words or images. Look at the images of different drugs and explain that not all drugs look the same. Pupils to come up with reasons why they don't look the same. Widgit bingo.</p>	<p>restricted, unrestricted, prescribed and illegal. Pupils to name what substance could go into each group from list given. Discuss ages and law around alcohol, Tobacco and vapes.</p>	<p>Discuss how do we know if a drug is a medicine you need to take, using images of medicines and labels/prescriptions. Choose 5 emotion words from the list that describe their feelings about drugs.</p>		
	<p>Art</p> 	<p>This half term students will research a range of different styles of costumes and outfits worn by contestants of the Eurovision song contest as a stimulus for their own design project. They will explore how outfits create spectacle, reflect musical themes, and convey performer identity and personality. Students will then design and make a costume for their song entry.</p>						
		<p>Students will research past Eurovision costumes and outfits to gain a creative insight for their own design project.</p>	<p>Students will work on their design project to create an original outfit.</p>	<p>Students will continue to work on their own design project.</p>	<p>Students will continue to work on their own design project.</p>	<p>Students will present their own design project.</p>		

	<p>PE</p> 	<p>Pupils will be going for swimming sessions at Swim in order to increase their understanding of water safety and physical fitness</p> <p>I can understand how to keep safe in water</p>							