



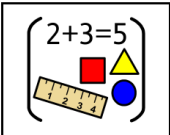



| | | Halesbury School | | | | |
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| | | Post 16 - Medium Term Planning – Spring Term 2 2026 | | | | |
| Class: | | Post 16 | | | Teacher : Claire T Staff : Suzie RL | |
| Area of Learning | | Week 1 Date: 23 rd Feb | Week 2 Date: 2 nd March | Week 3 Date: 9 th March | Week 4 Date: 16 th March | Week 5 Date: 23 rd March |
| <p>Independent Living</p> <p>Time used to carry out practical tasks from Independence in the Community unit.</p> | <p>Independent Living Topic:</p> <p>Personal Care and Hygiene</p>  | <p>LO:</p> <p>1. Understand the need for personal hygiene.</p> <p>E2: Criteria:</p> <p>1.1. Identify why bathing or showering is part of a regular personal routine 1.2. Identify other personal hygiene routines.</p> <p>E3:</p> <p>1.1 See above 1.2. Identify another personal hygiene routine and when it might be used.</p> <p>Focus: <i>What does personal hygiene include? Why is it important with diseases / conditions? Sickness hygiene routines. Why should bathing / shower'g be part of a regular routine?</i></p> | <p>Time used to carry out practical tasks from Independence in the Community.</p> | <p>LO:</p> <p>2. Know the uses of toiletry products.</p> <p>E2 Criteria:</p> <p>2.1. Identify two examples of toiletry products. 2.2. Select two items for personal use.</p> <p>E3</p> <p>2.1. Identify products for personal use 2.2. Identify examples of when toiletry products are used.</p> <p>Focus: <i>Under'd the phrase 'toiletry product'. Reflect on personal choices / reasons for using them. When are diff't toiletry product used? Are some used for specific conditions or general use?</i></p> | <p>Time used to carry out practical tasks from Independence in the Community.</p> | <p>LO:</p> <p>3. Recognise the need for regular changes of clothes.</p> <p>E2 Criteria:</p> <p>3.1. Identify why clothes should be changed and washed or cleaned regularly. 3.2 Identify a routine for changing underwear.</p> <p>E3 Criteria</p> <p>3.1. Identify a routine for changing diff't clothes. 3.2. Identify why clothes should be changed and washed or cleaned regularly.</p> <p>Focus: <i>Factors affecting how often we wash clothes? When might we need a change of clothes?</i></p> |


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| | <p>Independence in the Community</p>  | <p>Prep: LO: 1. Know how to prepare to travel by local bus service.</p> <p>Criteria: 1.1. State destination of journey. 1.2. Obtain information regarding local bus service routes 1.3. Identify a route for the journey. 1.4. Identify departure point.</p> <p><i>Plan a bus journey to Halesowen. Explore different provider websites. Choose one to use for future journeys.</i></p> <p>Focus – finding and understanding how to use a timetable.</p> | <p>Offsite: LO: 3. Make a journey on public transport.</p> <p>Criteria: 3.1. Locate and arrive at departure point in good time. 3.2. Identify method of payment required. 3.3. Pay fare/present pass at proper time. 3.4. Identify the intended vehicle. 3.5. Board the vehicle with consideration for other passengers and seat/place themselves appropriately 3.6. Identify when they have arrived at intended destination. 3.7. Alight vehicle at destination.</p> <p><i>Take a bus journey to Halesowen.</i></p> | <p>Prep: LO: 2. Know how to prepare to travel on longer journeys by train or national bus service</p> <p>Criteria: 2.1. State destination of journey. 2.2. Obtain information regarding routes available. 2.3. Identify a route 2.4. Identify location of departure point.</p> <p><i>Plan a train journey to a seaside place. Identify a website to plan the journey, use skills from bus journeys to help. What is going to affect our route choice?</i> - cost - no. of changes - quickest - arrival / departure times</p> | <p>Offsite: LO: 3. Make a journey on public transport.</p> <p>Criteria: Same as Week 2.</p> <p><i>Take a bus journey to Halesowen. (Increased independence to be shown by pupils.)</i></p> | <p>Prep: LO: 4. Know about travelling safely.</p> <p>Criteria: 4.1. State what to do if they make a mistake or need help. 4.2. State two safety hazards they may encounter when using public transport.</p> <p><i>Explore and think about ways on how to stay safe on public transport.</i></p> <p><i>Reflect on journeys undertaken so far.</i></p> |
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| <p>Independence in Cooking Topic: Basic Cooking Techniques</p>  | <p><i>LO: Understand different methods of cooking</i></p> <p><i>1.1 Identify at least four methods of cooking</i> <i>1.2 Outline each of the methods</i> <i>1.3 Identify two foods that can be cooked using different methods</i></p> <p>Which cooking methods do the students already know? (roasting/baking - dry heat, boiling/simmering - liquid based, frying/saut eing - fat based, steaming - moisture based)</p> <p>Complete widget based worksheet to show examples of each of the methods</p> | <p><i>LO: Recognise different equipment needed for cooking</i></p> <p><i>2.1 Identify equipment needed for each of the four methods of cooking</i></p> <p>Prepare and cook cheese & potato pie</p> <p>Students to collect own equipment independently (no equipment cards). Give verbal prompts as required</p> | <p><i>LO : Understand Health and Safety issues relating to different methods</i></p> <p><i>3.1 Identify Safety factors of using different methods of cooking</i></p> <p><i>3.2 Identify the risks different methods may have</i></p> <p>Prepare and cook pasta bake</p> <p>Discuss at start of the lesson which cooking methods will be used (boiling, baking) and ask students to identify the risks for each method and how to stay safe</p> | <p><i>LO : Know how to make a dish using different cooking methods</i></p> <p><i>4.1 Identify a method of cooking which is healthy</i></p> <p><i>5.1 Cook food using two different methods and comment on the results</i></p> <p>Prepare and cook rainbow couscous salad</p> <p>Discuss at start which cooking methods will be used (boiling, roasting) At end of lesson discuss how the food looks and if there is a healthier alternative of cooking the vegetables (steam instead of roast)</p> | <p><i>LO : Understand Health and Safety issues relating to different methods</i></p> <p><i>3.1 Identify Safety factors of using different methods of cooking</i></p> <p><i>3.2 Identify the risks different methods may have</i></p> <p>Prepare and cook cupcakes</p> <p>Discuss at start of the lesson which cooking method will be used (baking) and ask students to identify the risks for each method and how to stay safe</p> <p>- recap knowledge from week 3</p> |
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| Education & Employment | Communication and Language  | Learning Outcomes: E2 1 Present information in written form 1.1 Write using simple sentences 1.2 Write in compound sentences 2 Write for a given audience and purpose 2.1 Use written words and phrases to record information 2.2 Complete a form asking for personal information and familiar words 3 Add detail and depth to writing 3.1 Use adjectives appropriately in sentences to add details | | | E3 1 Present ideas in a piece of writing 1.1 Identify the main points required for a written piece 1.2 Present ideas using appropriate format and structure 2 Write using sentences and short paragraphs 2.1 Group together relevant sentences into paragraphs 2.2 Use linking words to aid meaning 2.3 Write in complete sentences 3 Plan and produce written work 3.1 Plan relevant ideas for a piece of writing 3.2 Produce understandable final text suitable for audience and purpose | | |
| | | Recap the purpose of writing a recount and the main features. Plan a recount of an activity undertaken after the half term holiday using a given framework. Include words/phrases to be used to ensure features needed are included. Consolidate how the plan will help with paragraphs and organising their information? Write a recount of the half-term break independently using notes made in the planning stage. | Recap authors' purposes for writing, e.g. to inform, to entertain, etc. Consolidate the author's purpose behind examples such as a joke book, a newspaper article about a storm etc. Introduce the purpose of writing to persuade. Look at the main features and identify these on a piece of work. Explore the type of vocabulary used to persuade in more detail. | Plan a piece of writing to persuade. Include words/phrases to be used to ensure the features needed are included. How will features be used to help organise the information? Link to World Book Day and write to persuade a peer to read a favourite book. | Plan a piece of writing to persuade others which animal (cat / dog) makes the best pet. Include words/phrases to be used to ensure the features needed are included. How will features be used to help organise the information? Write to persuade:make the best pets. | Plan a piece of writing to persuade and ask for a class pet. Include words/phrases to be used to ensure the features needed are included. How will features be used to help organise the information? Write to persuade school to allow your class to have a class pet. | |

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| | <p style="text-align: center;">Number and Problem Solving</p>  | <p>Understanding shape and space – 2D and 3D shape</p> <p>E2 Criteria 1.2 Identify common 3D shapes including spheres in a range of orientations and sizes. 2.2 Describe the properties of common 3D shapes, e.g. shape of faces and the number of faces, edges and corners</p> <p>E3 Criteria 1.3 Sort 2D and 3D items into those with and without right angles 1.6 Sort 2D shapes according to the number of sides, number of angles, number of equal sides, number of equal angles, number of lines of symmetry 1.8 Investigate ways of stacking 3D shapes of the same size, for example, cans on a shop shelf, items in packing cases or delivery vans</p> | <p>Understanding shape and space</p> <p>Position and Direction</p> <p>E2 Criteria 3.1 Write words which describe position, e.g. above, below, behind 3.2 Give directions using positional vocabulary, e.g. on the left, on the right</p> <p>E3 Criteria 2.1 Identify position from a set point using the four main compass directions (N, S, E, W) 2.2 Describe a movement of turn using positional vocabulary</p> | <p>E2 Multiplication E3 Multiplication</p> <p>E2 LO Be able to multiply using single- and double-digit whole numbers</p> <p>Criteria 1.1 Identify that multiplication is the same as repeated addition, e.g. $3 \times 5 = 5 + 5 + 5$ 1.2 State that multiplication is commutative, e.g. $2 \times 4 = 4 \times 2$</p> <p>E3 LO Be able to multiply two-digit whole numbers by single- and double-digit numbers</p> <p>Criteria 1.1 Recall multiplication facts (i.e. tables) for 2, 3, 4, 5 and 10 1.2 Identify two-digit and three-digit multiples of 2, 5, 10, 50 and 100</p> | <p>E2 Multiplication E3 Multiplication</p> <p>E2 LO Be able to multiply using single- and double-digit whole numbers</p> <p>Criteria 1.3 Halve and double quantities 1.4 Multiply single-digit whole numbers</p> <p>E3 LO Be able to multiply two-digit whole numbers by single- and double-digit numbers</p> <p>Criteria 1.3 Multiply two-digit whole numbers by a single digit, showing the working out</p> | <p>E2 Multiplication E3 Multiplication</p> <p>E2 LO Be able to multiply using single- and double-digit whole numbers</p> <p>Criteria .4 Multiply single-digit whole numbers 1.5 Multiply double-digit whole numbers</p> <p>E3 LO Be able to multiply two-digit whole numbers by single- and double-digit numbers</p> <p>Criteria 1.4 Multiply two-digit whole numbers by a double digit, showing the working out</p> |
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| | Riverside Outdoor education & learning centre | The <i>Birds at Riverside</i> sessions will be the creation of bird shelters and houses, which can be used or sold at school. The fabric bird art sessions will be taking inspiration from birds - colours, textures and shapes, and using this to continue with the fabric designs that they have started during the last couple of terms; contributing to a larger, collaborative piece. | | | | |
| | | 1 Birds at Riverside with Claire 2 Fabric Bird Art with Jo 3 Land work with Anna | 1 Land work with Anna 2 Birds at Riverside with Claire 3 Fabric Bird Art with Jo | 1 Fabric Bird Art with Jo 2 Land work with Anna 3 Birds at Riverside with Claire | 1 Birds at Riverside with Claire 2 Fabric Bird Art with Jo 3 Land work with Anna | 1 Land work with Anna 2 Birds at Riverside with Claire 3 Fabric Bird Art with Jo |
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| | Ashfield Gardens | Rebuilding bikes and learning bike maintenance. - Listen & respond to instruction - Working with less familiar adults - Approaching an adult for advice - Assisting a peer Making a bid for assistance | | | | |
| | Emily Jordan | | | | | |
| | Discover U | Crafts and social and communication aims | Crafts and social and communication aims | Crafts and social and communication aims | Crafts and social and communication aims | Crafts and social and communication aims |
| Community and Relationships | PSHE Topic: Drug and Alcohol Awareness  | LO Know the difference between soft drinks and alcoholic drinks. 1.1 Identify two alcoholic and two soft drinks. | LO Know the difference between a legal and illegal drug. 2.1 State what a drug is. 2.2 State a way of identifying a | LO Recognise effects of drug and alcohol use. 3.1 Identify an effect of alcohol use. 3.2 Identify an effect of | LO Recognise effects of drug and alcohol use. 3.3 Identify an effect of misusing drugs. | LO Recognise effects of drug and alcohol use. 3.3 Identify an effect of misusing drugs. Research Talk to Frank website to look at |

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| | | <p>Group discussion of different types of soft drinks and alcoholic drinks, including zero alcohol beers, wines and mocktails. Make a list and sort into soft drink or alcoholic drink.</p> | <p>legal drug from an illegal drug.</p> <p>Group discussion of what drugs are and list examples.</p> <p>Discuss how to tell if they are legal or illegal. Sort legal/illegal drugs and medicines. Discuss different classes of illegal drugs.</p> | <p>excessive alcohol use.</p> <p>Group discussion of effects of drinking alcohol. List these.</p> <p>Using a body outline identify all parts of the body that can be affected by the over-use of alcohol.</p> <p>Research Drinkaware website to find how alcohol affects your body.</p> | <p>Group discussion of effects of misusing drugs/substances. List these.</p> | <p>effects of misusing drugs.</p> <p>Discuss one drug found and the effects of misuse.</p> |
| | <p>PE</p>  | <p>Yoga and Gym</p> <p>To move in different ways to music</p> <p>To develop balance and stability</p> | <p>Yoga and Gym</p> <p>To use music in different ways to support my exercise within the class.</p> <p>To be able to learn core yoga poses such as downward dog, the warrior pose, the tree pose</p> | <p>Yoga and Gym</p> <p>To use music in different ways to support my exercise within the class.</p> <p>To learn core yoga poses such as Childs pose, cobra pose, cat-cow</p> | <p>Yoga and Gym</p> <p>To show an adult different way you move music</p> <p>To develop smoother transitions between movements by imitating moves.</p> | <p>Yoga and Gym</p> <p>To show an adult different way you move music</p> <p>To develop smoother transitions between movements by imitating moves.</p> |

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