
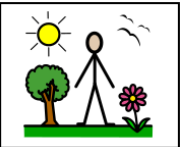


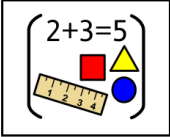


		Halesbury School					
		Post 16 - Medium Term Planning – Spring Term 2 2026					
Class:		Post 16			Teacher : Lorna L Staff : Carolyn C, Corinne L		
Area of Learning		Week 1 Date: 23 <sup>rd</sup> Feb	Week 2 Date: 2 <sup>nd</sup> March	Week 3 Date: 9 <sup>th</sup> March	Week 4 Date: 16 <sup>th</sup> March	Week 5 Date: 23 <sup>rd</sup> March	
Independent Living	<b>Independent Living</b>  <b>Personal Hygiene</b>  	<b>LO1:</b> Understand the need for <b>personal hygiene</b>  -identify reasons why we bath/shower regularly	<b>LO2:</b> Know the uses of <b>toiletry products.</b>  -name toiletry products and link to it's use	<b>LO3:</b> Recognise the need for regular <b>changes of clothes</b>  -identify dirty clothes, how we clean them and change them -why do we clean clothes	<b>LO4:</b> Know the importance of <b>oral health.</b>  -discuss why oral health is important -identify what is oral health -practical items and use	<b>Oral health:</b>  -what do I need? -How do I use it? -when do I use it? -practise -revisit earlier wk if necessary	
	<b>Independence in the Community</b>  	<b>Preparation:</b> <b>LO: 2.</b> Know how to <b>prepare</b> to travel on <b>longer journeys</b> by train or national bus service.  <b>Criteria:</b>  2.1. Identify where they want to go.  2.2. Obtain information	<b>Offsite:</b>  Visit local town – Halesowen.  Address criteria to get on and off bus safely and interact with bus driver.	<b>Preparation:</b>  <b>LO: 4</b> Know how to <b>travel safely</b> on the bus or train.  <b>Criteria:</b>  4.1 <b>State something</b> they need to be <b>careful</b> about when <b>travelling by public transport.</b>  4.2. <b>Leave the vehicle safely.</b>	<b>Offsite:</b>  Visit local town – Halesowen.  Address criteria to get on and off bus safely and interact with bus driver.	<b>Off/onsite:</b>  Visit local town – Halesowen. -Consolidate keeping myself safe skills  <b>OR</b> -safety on public transport on site. - state what need to be careful of outside	


		<p>about the services.</p> <p><b>Lesson:</b>          -longer journey          -name other towns          -plan a local journey – how long?          -plan a longer journey          -how long do they take and cost?</p> <p><a href="https://www.nationalrail.co.uk/">https://www.nationalrail.co.uk/</a></p> <p><a href="https://nxbus.co.uk/west-midlands">https://nxbus.co.uk/west-midlands</a></p>		<p>Role play being out          Match items we know to the hazards</p>			
	<p><b>Independence in Cooking</b>  <b>Topic:</b>          Basic Cooking Techniques  <b>(Level 1)</b></p> 	<p><i>LO: Understand different methods of cooking</i></p> <p><i>1.1 Identify at least two methods of cooking</i></p> <p><i>1.2 Identify 1 food that can be cooked using different methods</i></p>	<p><i>LO: Recognise different equipment needed for cooking</i></p> <p><i>2.1 Identify equipment needed for each of the methods of cooking</i></p> <p><b>Prepare and cook cheese &amp; potato pie</b></p>	<p><i>LO : Understand Health and Safety issues relating to different methods</i></p> <p><i>3.1 Identify two Safety factors when cooking</i></p> <p><i>3.2 Identify two risks</i></p> <p><b>Prepare and cook pasta bake</b></p>	<p><i>LO : Know how to make a dish using different cooking methods</i></p> <p><i>4.1 Participate in using two different cooking methods</i></p> <p><b>Prepare and cook rainbow couscous salad</b></p>	<p><i>LO : Understand Health and Safety issues relating to different methods</i></p> <p><i>3.1 Identify two Safety factors when cooking</i></p> <p><i>3.2 Identify two risks</i></p> <p><b>Prepare and cook cupcakes</b></p>	


		Complete widget based worksheet to show examples of each of the methods	Students to select equipment needed as independently as possible. Give verbal prompts as required	Discuss at start of the lesson which cooking methods will be used (boiling, baking). Use visual aids to highlight safety factors and risks (boiling water, saucepan handles, hot oven, sharp knife)	Discuss at start of the lesson which cooking methods will be used (boiling, roasting) Remind about safety issues	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 <b>- recap knowledge from week 3</b>	
		<b>Learning Outcomes:</b> <b>Pre entry- Writing Letters and Numbers</b> <b>LO1 Form the letters of the alphabet</b> Criteria 1.1 Write letters in lowercase 1.2 Write letters in uppercase LO2 Write numbers 1-10 2.1 Write numbers as digits Forming Words <b>LO1 Write simple CVC words</b> Criteria 1.1 Write words with accurate consonant sounds and short vowels 1.2 Write simple social sight words LO2 Write out personal information 2.1 Complete a form with basic personal information, including: • Name • Surname • Hometown		<b>E1- Writing</b> <b>LO1 Present information in written form</b> Criteria 1.1 Write the letters of the alphabet using upper and lower case 1.2 Write words and phrases to record information <b>LO2 Present written information for different audiences.</b> 2.1 Use words, phrases and simple sentences in context to present information 2.2 Write a simple sentence for a familiar audience 2.3 Write a simple sentence for an unfamiliar audience		<b>E2 - Writing</b> <b>LO1 Present information in written form</b> Criteria 1.1 Write using simple sentences 1.2 Write in compound sentences LO2 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 LO3 Add detail and depth to writing 3.1 Use adjectives appropriately in sentences to add details	
	<b>Communication and Language</b>	<b>Pre</b> Form lowercase letters correctly Letters LO1 (1.1) <b>E1</b>	<b>Pre</b> Form uppercase letters and write numbers 1–5	<b>Pre</b> Write numbers 6–10 and simple CVC transport words	<b>Pre</b> Write CVC words and social sight words	<b>Pre</b> Complete a personal information form	

<b>Education &amp; Employment</b>		<p>Develop accurate formation of upper and lower case letters (1.1)</p> <p><b>E2</b> Simple Sentences Learners will construct simple sentences about transport using correct punctuation (1.1)</p> <p>Land travel</p>	<p>Writing Letters LO1 (1.2) &amp; LO2 (2.1)</p> <p><b>E1</b> Write familiar words and short phrases to record information (1.1, 1.2)</p> <p><b>E2</b> Writing Compound Sentences * combine ideas using coordinating conjunctions (and, because)</p> <p>Land travel</p>	<p>Writing Letters LO2 (2.1); Forming Words LO1 (1.1)</p> <p><b>E1</b> Construct simple sentences in context (2.1)</p> <p><b>E2</b> Recording Information- record information using written words and phrases</p> <p>Water travel</p>	<p>Forming Words LO1 (1.1 &amp; 1.2)</p> <p><b>E1</b> Write a simple sentence for a familiar audience(2.2)</p> <p><b>E2</b> Writing for Purpose (Forms)- complete a form requesting personal information</p> <p>Water travel Visit canals/airport.</p>	<p>Forming Words LO2 (2.1)</p> <p><b>E1</b> Write a simple sentence for an unfamiliar audience(2.3)</p> <p><b>E2</b> Adding Detail with Adjectives- improve sentences using appropriate adjectives</p> <p>Air travel</p>	
		<p><b>Learning Outcomes:</b> <b>Pre entry- Shape Measure, Shape and Space</b></p> <p><b>LO1</b> Relate events to times of the day</p> <p><b>Criteria 1.1</b> Identify an activity that usually takes place in the morning</p> <p><b>1.2</b> Identify an activity that usually takes place in the afternoon</p> <p><b>1.3</b> Identify an activity that usually takes place in the evening</p> <p><b>LO2</b> Know the meaning of weight</p> <p><b>2.1</b> Describe the weight of two items that are ▪ heavy ▪ light</p> <p><b>2.2</b> Describe the weight of two items that are ▪ heavier ▪ lighter</p>	<p><b>E1</b> <b>Understanding Shape and Space</b></p> <p><b>LO1</b> Be able to recognise common 2D and 3D shapes</p> <p><b>Criteria 1.1</b> Recognise common 2D shapes</p> <p><b>1.2</b> Recognise common 3D shapes</p> <p><b>LO2</b> Be able to name common 2D and 3D shapes</p> <p><b>2.1</b> Name common 2D shapes, e.g. rectangle, square, circle</p> <p><b>2.2</b> Name common 3D shapes, e.g. cube</p> <p><b>LO3</b> Understand everyday positional vocabulary</p>	<p><b>E2</b> <b>Understanding Shape and Space</b></p> <p><b>LO1</b> Be able to recognise and name 2D and 3D shapes</p> <p><b>Criteria 1.1</b> Identify common 2D shapes, including pentagons and hexagons, in a range of orientations and sizes</p> <p><b>1.2</b> Identify common 3D shapes, including spheres, in a range of orientations and sizes</p> <p><b>LO2</b> Be able to describe the properties of common 2D and 3D shapes</p>			

				<p><b>3.1 Use everyday positional vocabulary in familiar contexts, e.g. between, inside, near to, left, right, in front, behind, under and above</b></p>	<p><b>2.1 Describe the properties of common 2D shapes, e.g. number of sides, corners and angles</b></p> <p><b>2.2 Describe the properties of common 3D shapes, e.g. shape of faces and the number of faces, edges and corners</b></p> <p><b>LO3 Be able to use positional vocabulary</b></p> <p><b>3.1 Write words which describe position, e.g. above, below, behind</b></p> <p><b>3.2 Give directions using positional vocabulary, e.g. on the left, on the right</b></p>	
	<p><b>Number and Problem Solving</b></p> 	<p><b>Pre</b></p> <p><b>Relate events to times of the day</b></p> <p>Identify morning/afternoon/evening</p> <p>Identify a morning activity</p> <p><b>E1</b></p> <p>LO2.2 Name common 3D shapes</p> <p>Identify at least 2 shapes</p> <p>Sort shapes correctly</p> <p>Describe shapes using simple words</p> <p>Name 3–4 shapes</p>	<p><b>Pre</b></p> <p>Relate events to times of the day</p> <p>Identify an afternoon activity</p> <p>Identify an evening activity</p> <p>Sort activities into correct times</p> <p><b>E1</b></p> <p>LO3 / 3.1 Use positional vocabulary</p> <p>Use 1–2 positional words</p> <p>Use positional words in context</p>	<p><b>Pre- SPRING 1 TOPIC. Understanding Weight</b></p> <p>Know the meaning of weight</p> <p>Identify heavy/light items</p> <p>Compare weights in practical tasks</p> <p>Weight stations, photo recording, discussion</p> <p><b>PRE- Introduction to number</b></p> <p><b>E1- Subtraction Skills</b></p> <p>-explore and know subtraction symbols and vocab</p> <p>-subtract single digits from 20 and under</p>	<p><b>PRE- Introduction to number</b></p> <p>Identify and name groups of many/more/less</p> <p>-name with practical items starting with more, then less</p> <p><b>E1- Subtraction Skills</b></p> <p>-explore and know subtraction symbols and vocab</p> <p>-subtract single and double from 20 and under</p> <p>-review own answers</p>	<p><b>Pre</b></p> <p><b>Introduction to number</b></p> <p>-recognise the numerals 1 to 10</p> <p>-respond to numeral names and write</p> <p>-count up to and identify 5 or more items, moving up to 10</p> <p><b>E1 - Subtraction Skills</b></p> <p>-use subtraction in a practical situation in the classroom, use with money</p> <p>- identify and use equivalent subtraction numbers in a sum</p>

		<p><b>E2</b>  <b>2.1 - properties of common 2D shapes</b>          Explore tactile 2D shapes; name circle, square, rectangle, triangle; count sides and corners; complete a simple shape chart.</p> <p><b>properties of common 3D shapes</b>          Explore cube, cuboid, sphere, cylinder, pyramid; use real objects; discuss faces, edges, corners; sort by roll/stack/slide</p>	<p>Use left/right          Use positional words in familiar settings</p> <p><b>E2</b>  <b>3.1 – Write words which describe position (e.g., above, below, behind</b>  <b>3.2 – Give directions using positional vocabulary (e.g., on the left, on the right)</b>          use arrows or stickers; guide a toy on a simple map; verbal then written instructions</p>	<p><b>E2- Subtraction of Whole Numbers</b></p>	<p><b>E2- Subtraction of Whole Numbers</b></p>	<p><b>E2- Subtraction of Whole Numbers</b></p>	
		<p>The <i>Birds at Riverside</i> sessions will be the creation of bird shelters and houses, which can be used or sold at school.</p> <p>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.</p>					

	<b>Riverside</b>	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
	<b>Ashfield Gardens</b>					
	<b>Emily Jordan</b>	Rebuilding bikes and learning bike maintenance. <ul style="list-style-type: none"> <li>- Listen &amp; respond to instruction</li> <li>- Working with less familiar adults</li> <li>- Approaching an adult for advice</li> <li>- Assisting a peer</li> <li>- Making a bid for assistance</li> </ul>				
	<b>Discover U</b>	Craft items based - Spring. <ul style="list-style-type: none"> <li>- Interpersonal skills; communication and listening personally</li> <li>- Speaking and listening in a group</li> <li>- Approaching less familiar adults</li> <li>- Providing items for peers (eg: art equipment)</li> </ul>				
<b>Community and Relationships</b>	<b>PSHE Topic:</b> Drug and Alcohol Awareness 	LO Know the difference between soft drinks and alcoholic drinks.  1.1 Identify one alcoholic drink and one soft drink.	LO Know the difference between a legal and illegal drug.  2.1 State a way of telling if a drug is legal or illegal.	LO Know the difference between a legal and illegal drug.  2.1 State a way of telling if a drug is legal or illegal.  Group discussion of what illegal	LO Recognise effects of drug and alcohol use.  3.1 Identify an effect of alcohol use.	LO Recognise effects of drug and alcohol use.  3.2 Identify an effect of drug misuse.  Group discussion of what could happen if

		<p>Group discussion of different types of drinks using widget. Complete a widget activity to recognise and sort alcoholic drinks and soft drinks</p>	<p>Group discussion of what drugs are using widget.</p> <p>Discuss what is a legal drug (prescription drugs/medicine) Widget activity to sort drugs that are medicines.</p>	<p>drugs are using widget, and who gives them to you.</p> <p>Widget activity to sort drugs that are illegal.</p>	<p>Group discussion of what alcohol is using widget.</p> <p>Visual activity to recognise the effects of alcohol. Sort widget images onto body outline to show parts of the body affected.</p>	<p>you misuse drugs using widget.</p> <p>Visual activity to recognise the effects of drug misuse. Sort widget images to show what part of the body it affects.</p>
	<p><b>PE</b></p> 	<p><b>Yoga and Gym</b></p> <p>To move in different ways to music</p> <p>To develop balance and stability</p>	<p><b>Yoga and Gym</b></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><b>Yoga and Gym</b></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 pose and corpse pose</p>	<p><b>Yoga and Gym</b></p> <p>To show an adult different way you move music</p> <p>To develop smoother transitions between movements by imitating moves.</p>	<p><b>Yoga and Gym</b></p> <p>To show an adult different way you move music</p> <p>To develop smoother transitions between movements by imitating moves.</p>