


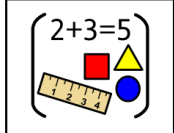









**Halesbury School**  
**Medium Term Planning**

| Class:                    |   | JADE  |  | Topic:   |  | Europe   |  |
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| Area of Learning          |   | Week 1<br>Date: 23/02/26  | Week 2<br>Date: 02/03/26   | Week 3<br>Date: 09/03/26   | Week 4<br>Date: 16/03/26   | Week 5<br>Date: 22/03/26   |  |
| <b>Independent Living</b> | <b>My Independence</b><br>               | <b>Topic:</b> Travel<br><b>Intent:</b> Crossing roads<br><br>I can move with purpose and confidence in large spaces.<br><br>Walking around the school site with an adult. | <b>Topic:</b> Travel<br><b>Intent:</b> Crossing roads<br><br>I can travel with increasing control, awareness of others, and spatial understanding.<br><br>Walking around the school site with an adult, opening doors. | <b>Topic:</b> Travel<br><b>Intent:</b> Crossing roads<br><br>I can talk about how to stay safe when travelling (e.g. holding hands, crossing roads).<br><br>Walking around block, holding hands and looking at safe places to cross. Crossing the road to post a letter. | <b>Topic:</b> Travel<br><b>Intent:</b> Crossing roads<br><br>I can begin to notice safe and unsafe travel behaviours (e.g., wearing a seatbelt, holding hands, using crossings).<br><br>Using a pelican crossing with support. | <b>Topic:</b> Travel<br><b>Intent:</b> Crossing roads<br><br>I can begin to notice safe and unsafe travel behaviours (e.g., wearing a seatbelt, holding hands, using crossings).<br><br>Combining skills and identifying safe places to cross roads. |  |
|                           | <b>Cooking</b><br><br><b>SMOOTHIES</b> | <b>Topic:</b> Smoothies<br><b>Intent:</b> Understanding of heathy and unhealthy<br><br>I can explore food textures by touching different food                             | <b>Topic:</b> Smoothies<br><b>Intent:</b> Understanding of heathy and unhealthy<br><br>I can explore food textures by touching different food  | <b>Topic:</b> Smoothies<br><b>Intent:</b> Understanding of heathy and unhealthy<br><br>I can explore food by tasting different items of food   | <b>Topic:</b> Smoothies<br><b>Intent:</b> Understanding of heathy and unhealthy<br><br>I can explore food by tasting different items of food   | <b>Topic:</b> Smoothies<br><b>Intent:</b> Understanding of heathy and unhealthy<br><br>I can wash fruits and vegetables  |  |

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| Education<br>+<br>Employment | <b>Communication and Language</b><br><br><b>Non-Fiction/ Fact Files</b> | <b>Non-Fiction/ Fact Files</b><br>Class Text:<br><b>King Charles III</b><br>Speaking and Listening – Individualised targets.   | <b>Non-Fiction/ Fact Files</b><br>Class Text:<br><b>Queen Elizabeth II</b><br>Reading- Following and paying attention to texts   | <b>Non-Fiction/ Fact Files</b><br>Class Text:<br><b>Queen Victoria</b><br>Speaking – I can vocalise or select words to comment on a story.   | <b>Non-Fiction/ Fact Files</b><br>Class Text:<br><b>King Henry VIII</b><br>Mark Making – Individualised targets.  | <b>Non-Fiction/ Fact Files</b><br>Class Text:<br><b>King William The Conqueror</b><br>Reading- Following and paying attention to texts  |
|                              |  | <b>Makaton Focus</b><br><i>King</i>  | <b>Makaton Focus</b><br><i>Queen</i>   | <b>Makaton Focus</b><br><i>Princess</i>  | <b>Makaton Focus</b><br><i>Prince</i>   | <b>Makaton Focus</b><br><i>Castle</i>   |
|                              | <b>Number and Problem Solving</b><br><br><b>Measure</b>                 | <b>Measure</b><br>I can use the language of ‘full’ or ‘empty’ in practical activities from a verbal request.   | <b>Measure</b><br>I can use the language of ‘full’ or ‘empty’ in practical activities from a verbal request.   | <b>Measure</b><br>I can use the language of ‘more’ or ‘less’ in practical activities from a verbal request.  | <b>Measure</b><br>I can use the language of ‘more’ or ‘less’ in practical activities from a verbal request.   | <b>Measure</b><br>I can use the language of ‘heavy’ or ‘light’ in practical activities from a verbal request.   |
|                              |  | <b>Individualised Targets</b>  | <b>Individualised Targets</b>  | <b>Individualised Targets</b>  | <b>Individualised Targets</b>   | <b>Individualised Targets</b>   |
|                              | <b>Science</b><br><br><b>EARTH AND SPACE</b>                          | <b>Topic:</b><br>Earth and Space<br><b>Intent:</b><br>Students explore the sun through sensory activities, making a large collage of the sun to attach to the ceiling of the class.<br><br>I can explore the sun through sensory activities. | <b>Topic:</b><br>Earth and Space<br><b>Intent:</b><br>Students explore the earth through sensory play: water, compost and astro-turf with small world play.<br><br>I can learn about the earth through sensory play. | <b>Topic:</b><br>Earth and Space<br><b>Intent:</b><br>Students explore the earth through sensory activities, making a large collage of the earth to attach to the ceiling of the class.<br><br>I can explore the sun through sensory activities. | <b>Topic:</b><br>Earth and Space<br><b>Intent:</b><br>Students explore the solar system through sensory activities, making a large collage of the planets to attach to the ceiling of the class.<br><br>I can explore the sun through sensory activities. | <b>Topic:</b><br>Earth and Space<br><b>Intent:</b><br>Students explore volcanoes through sensory play: compost and astro-turf with small world play. Experiment how volcanoes erupt using vinegar and bicarbonate of soda.<br><br>I can learn about the earth through sensory play. |

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| Community<br>+<br>Relationships | <p><b>World Around Us</b></p>  <p><b>History – Kings and queens</b></p> | <p><b>Subject:</b><br/>History<br/><b>Topic:</b><br/>King and Queens<br/><b>Intent:</b><br/>I can decorate a crown fit for a King.</p> <p>Learn about the life of King Charles III and decorate a crown, linked to CLL.</p> | <p><b>Subject:</b><br/>History<br/><b>Topic:</b><br/>King and Queens<br/><b>Intent:</b><br/>I can plan a royal banquet</p> <p>Learn about the life of Queen Elizabeth II and choose our favourite foods to celebrate like royalty.</p>                                       | <p><b>Subject:</b><br/>History<br/><b>Topic:</b><br/>King and Queens<br/><b>Intent:</b><br/>I can design a royal shield to express my likes.</p> <p>Learn about the life of Queen Victoria and decorate a shield, linked to CLL.</p>                                | <p><b>Subject:</b><br/>History<br/><b>Topic:</b><br/>King and Queens<br/><b>Intent:</b><br/>I can explore a variety of textures of fabric.</p> <p>Learn about the life of King Henry VIII and dress him in a collage of fabrics.</p>                       | <p><b>Subject:</b><br/>History<br/><b>Topic:</b><br/>King and Queens<br/><b>Intent:</b><br/>I know that Kings and Queens lived in palaces and castles</p> <p>Learn about William The Conqueror and early castles. Explore sand play by making sand castles. Opportunities to build with Lego/#Megablocks etc.</p> |
|                                 | <p><b>PHSE</b></p>  <p><b>Behaviour</b></p>                            | <p><b>Topic:</b><br/>Hygiene<br/><b>Intent:</b><br/>Understand the importance of good personal hygiene and how it contributes to their overall health and wellbeing.</p> <p>Cleaning up after myself.</p>                   | <p><b>Topic:</b><br/>Hygiene<br/><b>Intent:</b><br/>Understand the importance of good personal hygiene and how it contributes to their overall health and wellbeing.</p> <p>I can recognise simple stories or songs about handwashing, brushing teeth, or taking a bath.</p> | <p><b>Topic:</b><br/>Hygiene<br/><b>Intent:</b><br/>Understand the importance of good personal hygiene and how it contributes to their overall health and wellbeing.</p> <p>begin to use a visual step-by-step chart or video model to demonstrate handwashing.</p> | <p><b>Topic:</b><br/>Hygiene<br/><b>Intent:</b><br/>Understand the importance of good personal hygiene and how it contributes to their overall health and wellbeing.</p> <p>I can recognise when we need to clean (e.g., after playing, after eating).</p> | <p><b>Topic:</b><br/>Hygiene<br/><b>Intent:</b><br/>Understand the importance of good personal hygiene and how it contributes to their overall health and wellbeing.</p> <p>I can take part in simple discussions or stories explaining germs and the importance of washing hands and brushing teeth.</p>         |
| Health<br>+<br>Wellbeing        | <p><b>Music</b></p>  | <p>Multi-sensory Music led by Rhythm Time</p>   | <p>Multi-sensory Music led by Rhythm Time</p>  | <p>Multi-sensory Music led by Rhythm Time</p>   | <p>Multi-sensory Music led by Rhythm Time</p>  | <p>Multi-sensory Music led by Rhythm Time</p>   |

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| <p>I.T</p>  <p>Digital writing</p> | <p><b>Topic:</b><br/>Digital Painting</p> <p><b>Intent:</b><br/>To explore digital tools to create artwork.</p>   | <p><b>Topic:</b><br/>Digital Painting</p> <p><b>Intent:</b><br/>To explore digital tools to create artwork.</p>  | <p><b>Topic:</b><br/>Digital Painting</p> <p><b>Intent:</b><br/>To explore digital tools to create artwork.</p>  | <p><b>Topic:</b><br/>Digital Painting</p> <p><b>Intent:</b><br/>To explore digital tools to create artwork.</p>   | <p><b>Topic:</b><br/>Digital Painting</p> <p><b>Intent:</b><br/>To explore digital tools to create artwork.</p>  |
|  <p>Art</p> <p>Materials</p>       | <p><b>Topic Europe</b></p> <p><b>Intent :</b>Students explore tools like paint, clay, pencils, to understand how they affect artwork.</p> <p><b>Medium :</b> Paint</p> <p><b>Influence</b> impressionism Reference Van Gough, Monnet, Degas</p>   |  |  |   |  |
|   | <p>Lo KS 1 I can use different tools to make marks</p> <p>LO KS1 I can use ideas from artists works in my creations Re starry night sky ( Van Gough)</p> <p><b>Resources:</b> cardboard tubes with fringed ends<br/>Black / blue paper<br/>Whites paint</p> <p><b>Activity:</b> use cardboard tubes and white paint to print start shapes</p> | <p>Lo KS 1 I can use different tools to make marks</p> <p>LO KS1 I can use ideas from artists works in my creations: Flowering Orchards ( Van Gough)</p> <p><b>Resources:</b> bunched cotton buds<br/>Paper plates, white and red paint<br/>Tree stems on blue / green paper</p> <p><b>Activity:</b> use bunched cotton buds, dab into red/ white paint, and dab onto coloured paper to create</p> | <p>EYFS I can make marks using pencils crayons brushes or my fingers</p> <p>LO KS1 I can use ideas from artists works in my creations: Re The Poppy Field near Argenteui Claude Monnet</p> <p><b>Resources</b><br/>Red acrylic paint, stencil brushes/ finger tips</p> <p><b>Activity:</b> apply red pain to coloured card using index finer give the impression of a field of poppies</p> | <p>EYFS I can make marks using pencils crayons brushes or my fingers</p> <p>LO KS1 I can use ideas from artists works in my creations: Re sunrise Claude Monnet</p> <p><b>Resources</b><br/>water colour paper<br/>water colour brushes<br/>water colour blue/ green , orange<br/>upright easel</p> <p><b>Activity</b> apply water to paper with a brush,</p> | <p><b>Easter cards</b></p> <p>Lo KS 1 I can use different tools to make marks</p> <p>:</p> <p>LO KS1 I can use ideas from artists works in my creations: Re The Poppy Field near Argenteui Claude Monnet</p> <p><b>Resources :</b> plastic forks<br/>Red and white paint</p> <p><b>Activity:</b> use forks as a printing tool to create impression of tulips</p> |

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|  |   |   | impression of flowering fruit trees   |  | Apply green / blue paint<br>Apply orange paint  |   |
|  | <p>PE</p>  <p>Football</p> | <p><u>Topic: Football</u></p> <p><b>LO:</b> To explore a football through touch and movement.</p> <p><b>Activity:</b> Children will feel, hold, roll, and gently push a football on the floor, noticing size, texture, and weight.</p> <p><i>I can begin to kick balls.</i></p> | <p><u>Topic: Football</u></p> <p><b>LO:</b> To explore basic movement with a football.</p> <p><b>Activity:</b> Children will carry, push, kick or gently roll the ball</p> <p><i>I can begin to kick balls.</i></p> | <p><u>Topic: Football</u></p> <p><b>LO:</b> To explore moving the ball independently.</p> <p><b>Activity:</b> Children will use their hands to push, roll, or guide the ball along a marked path or around cones.</p> <p><i>I can begin to kick balls.</i></p> | <p><u>Topic: Football</u></p> <p><b>LO:</b> To practise simple passing skills.</p> <p><b>Activity:</b> Children will roll or pass the ball to a partner or adult across a short distance</p> <p><i>I can begin to kick balls.</i></p> | <p><u>Topic: Football</u></p> <p><b>LO:</b> To explore aiming for a target.</p> <p><b>Activity:</b> Children will roll or gently throw the ball towards a large goal or hoop</p> <p><i>I can begin to kick balls.</i></p> |