







Halesbury School
Medium Term Planning Summer 1 2026

Class:		JADE		Topic:	SPLASH		
Area of Learning		Week 1 Date: 13/04/26	Week 2 Date: 20/04/26	Week 3 Date: 27/04/26	Week 4 Date: 04/05/26	Week 5 Date: 11/05/26	Week 6 Date: 18/05/26
Independent Living	<p>My Independence</p> 	<p>Topic: Shopping Intent: Types of shops</p> <p>I can find and match shops in the local area.</p>	<p>Topic: Shopping Intent: Types of shops</p> <p>I can recognise logos and match them to local eateries (familiar fast food outlets).</p>	<p>Topic: Shopping Intent: Types of shops</p> <p>Role play: Turn a corner of the class into a shop. Model exchanging goods or symbolic money.</p>	<p>Topic: Shopping Intent: Types of shops</p> <p>Visit a local supermarket and find items on a shopping list.</p>	<p>Topic: Shopping Intent: Types of shops</p> <p>Asking shop assistants for support in finding a product from a shopping list.</p>	<p>Topic: Shopping Intent: Types of shops</p> <p>Walk in the community to a local convenience shop to buy bread and butter for snack time.</p>
	<p>Cooking</p>  <p>SMOOTHIES</p>	<p>Topic: Microwave Intent: Understanding temperature</p> <p>I can explore food textures by touching different food</p>	<p>Topic: Microwave Intent: Understanding temperature</p> <p>I can explore food textures by touching different food</p>	<p>Topic: Microwave Intent: Understanding temperature</p> <p>I can explore food by tasting different items of food</p>	<p>Topic: Microwave Intent: Understanding temperature</p> <p>I can explore food by tasting different items of food</p>	<p>Topic: Microwave Intent: Understanding temperature</p> <p>I can wash fruits and vegetables</p>	<p>Topic: Microwave Intent: Understanding temperature</p>
Education + Employment	Communication and Language	<p>Fiction Class Text: There's a hole in the bottom of the sea.</p>	<p>Fiction Class Text: There's a hole in the bottom of the sea.</p>	<p>Fiction Class Text: Commotion in the ocean</p>	<p>Fiction Class Text: Commotion in the ocean</p>	<p>Fiction Class Text: Sharing a shell</p>	<p>Fiction Class Text: Sharing a shell</p>

	 <p>The Seasons</p>	<p>Intent: Understanding different seasons</p> <p>Autumn</p>	<p>Intent: Understanding different seasons</p> <p>Winter</p>	<p>Intent: Understanding different seasons</p> <p>Spring</p>	<p>Intent: Understanding different seasons</p> <p>Summer</p>	<p>Intent: Understanding different seasons</p> <p>Suitable clothing</p>	<p>Intent: Understanding different seasons</p> <p>Seasonal activities</p>	
	<p>PHSE</p>  <p>Behaviour</p>	<p>Topic: Relationships Intent: Understand different kinds of relationships—like family, friends, and classmates.</p>	<p>Topic: Relationships Intent: Understand different kinds of relationships—like family, friends, and classmates.</p>	<p>Topic: Relationships Intent: Understand different kinds of relationships—like family, friends, and classmates.</p>	<p>Topic: Relationships Intent: Understand different kinds of relationships—like family, friends, and classmates.</p>	<p>Topic: Relationships Intent: Understand different kinds of relationships—like family, friends, and classmates.</p>	<p>Topic: Relationships Intent: Understand different kinds of relationships—like family, friends, and classmates.</p>	<p>Topic: Relationships Intent: Understand different kinds of relationships—like family, friends, and classmates.</p>
<p>Health + Wellbeing</p>	<p>Music</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>		
	<p>I.T</p>  <p>Digital writing</p>	<p>Topic: Logos Intent: What logos are and why they are important for brands and companies.</p>	<p>Topic: Logos Intent: What logos are and why they are important for brands and companies.</p>	<p>Topic: Logos Intent: What logos are and why they are important for brands and companies.</p>	<p>Topic: Logos Intent: What logos are and why they are important for brands and companies.</p>	<p>Topic: Logos Intent: What logos are and why they are important for brands and companies.</p>	<p>Topic: Logos Intent: What logos are and why they are important for brands and companies.</p>	<p>Topic: Logos Intent: What logos are and why they are important for brands and companies.</p>
	<p>Art</p>	<p>Topic: Light and Dark Intent: Practice using light and shadows to make drawings more realistic and interesting Resources: Fat stubby pencils (2 B , 3 B ,) Charcoal, white sugar paper, white drawing paper erasure, smudging tool White chalk and black paper, textured underlays Activities: focussed 1 :1 teaching. Also activities supporting fine motor control will be set up as continuous provision for the students to</p>						



Materials

access during the session, shaving foam, wind up toys, unscrew lids and jars, stencils and texture rubbings, clothes pegs activities, play doh
writing wall, colouring pictures, lego and stickle bricks, joining dots

Learning outcomes :

EYFS I can make marks using pencils,

KS1 Drawing

L. O I can use different pencils, pens, and tools to make marks

L. O I can draw lines, shapes, and patterns to show my ideas.

Inspirations: Inspiration wave art

Under the Wave off Kanagawa (Kanagawa oki nami ura), also known as The Great Wave, from the series

Thirty-six Views of Mount Fuji (Fugaku sanjūrokkei)Katsushika Hokusai Japanese ca. 1830–32

<p>Week 1</p> <p>EYFS LO I can make marks using pencils,/ charcoal</p> <p>Activity: Mark making with charcoal, using tip and side</p>	<p>Week 2</p> <p>KS1 Drawing L. O I can use different pencils, pens, and tools to make marks</p> <p>Activity: Mark making with charcoal, using tip and side, use cotton wool to smudge lines</p>	<p>Week 3</p> <p>KS1 Drawing L. O I can use different pencils, pens, and tools to make marks</p> <p>Activity: Mark making with charcoal, using tip and side, use cotton wool to smudge lines</p>	<p>Week 4</p> <p>EYFS LO I can make marks using pencils,</p> <p>L. O I can use different pencils, pens, and tools to make marks</p> <p>Activity: Use different grades of pencils to make lines, circles , dots Model how to create these marks, children copy</p>	<p><i>Bank Holiday</i></p> <p>L. O I can draw lines, shapes, and patterns to show my ideas.</p> <p>Activity: Offer a selection of chalk Charcoal, pencils. Children select tools and Infill the outline of a wave</p>	<p>Week 6</p> <p>L. O I can draw lines, shapes, and patterns to show my ideas.</p> <p>Activity: Offer a selection of chalk Charcoal, pencils. Children select tools and Infill the outline of a wave</p>
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PE



Topic:

Running

Intent:

Improve their running skills,

Topic:

Running

Intent:

Improve their running skills,

Topic:

Running

Intent:

Improve their running skills, including speed,

Topic:

Running

Intent:

Improve their running skills,

Topic:

Running

Intent:

Improve their running skills, including speed,

Topic:

Running

Intent:

Improve their running skills,

	Running	including speed, endurance, and technique. <i>I can start moving in my own way and stop with a signal.</i>	including speed, endurance, and technique. <i>I can start and stop running.</i>	endurance, and technique. <i>I can start and stop running between two markers.</i>	including speed, endurance, and technique. <i>I can start and stop running and change direction.</i>	endurance, and technique. <i>I can start and stop running with others.</i>	including speed, endurance, and technique. <i>I can start and stop running in a race scenario.</i>
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