



Medium Term Planning –Summer Term 1 - 2025 - 26		Halesbury School					
Class:		Badger Class			Topic:	To the Rescue	
Area of Learning		Week 1 Date – 13.4.26	Week 2 Date – 20.4.26	Week 3 Date: WB 27.4.26	Week 4 Date: WB 4.5.26	Week 5 Date: WB 11.5.26	Week 6 Date: WB 18.5.26
Independent Living	My Independence 	Topic: Shopping Intent: Types of shops					
	Where do you buy your food? What is a supermarket? Food is organised into aisles of similar foods. Grouping food into categories.	Make a list of items that you might see in the supermarket. Use Widgit online. Sort into aisles – cleaning aisle, meat aisle, fruit and vegetables...	Visit to the supermarket – take our lists. Can we find our items?	Sometimes we go to other types of shops that just sell certain types of things – what shops are there? Names of different types of shops. Match the description to the shop name.	Walk to Shell Corner. What shops can we see? What happens in each shop?	Different types of shops – Sorting items for things you might see in different shops.	
	Cooking 	Topic: Microwave Intent: Understanding temperature					
	Different ways of cooking – What can you use? Pan, oven, microwave... What might you cook in those different ways?	Microwave biscuits 1 minute microwave chocolate chip cookies.	Bourbon fudge biscuits. (BBC)	Omelette/scrambled eggs	Microwave oreo cake.	Microwave mac and cheese/pasta	
Education + Employment	Communication and	Fiction					
		Makaton Sign of the week...					

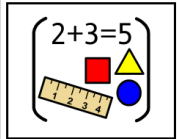
Language



Seasons Spring	Seasons Summer	Seasons Autumn	Seasons Winter	Revisit all season signs	
SPRING	SUMMER	AUTUMN	WINTER	Stickman (iplayer)	Skills week – not linked to a story.
What happens in Spring? What months are in Spring? One Little Seed https://www.youtube.com/watch?v=p8P7U0Mm_uY	What happens in Summer? What months are in Summer? Pete the Cat and his magic sunglasses https://www.youtube.com/watch?v=p8P7U0Mm_uY	What happens in Autumn? Which months are Autumn? Fletcher and the Falling Leaves The Leaf Thief	What happens in Winter? Which months are Winter? The Gruffalo's Child (iplayer)	Sequencing and matching to seasons of the year. Sequential language and adjectives.	Working on individual targets for spelling, sentence structure and handwriting.

The stories will be used to teach the children the next steps on their speaking and listening, reading and writing learning journeys. Reading for understanding. Writing labels and sentences. Sequencing and ordering. Describing characters.

Number and Problem Solving



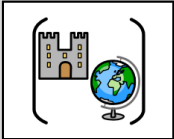

Number and Place Value, Multiplication or Addition and Subtraction					
Number and place value	Addition and subtraction	Addition and subtraction	Number and place Value	Multiplication	All areas revisited.

Each child will have their own individual number journey and starting points. The whole class will have the same focus adapted for the levels of the children.

Science



Topic: Electricity Intent: Understanding of electricity, including how it is generated, how it flows through circuits, and how it powers devices in everyday life.					
I can recognise that some devices need electricity to work (e.g., lamps, toasters).	I can sort appliances into mains-powered and battery-powered.	I can identify sources of electricity: plugs, batteries (without detailed explanation).	I can observe and discuss what happens when electrical items are turned on or off.	I can understand simple safety rules around electricity (e.g., don't touch sockets, don't mix water and electricity).	
	I can begin to explore simple circuits using batteries, bulbs, and wires (often in STEM clubs or as enrichment). I can use language such as "on/off", "power", "light up", "battery".			I can construct a simple series circuit using cells (batteries), wires, bulbs, switches, and buzzers.	

Community + Relationships	World Around Us 	Subject: Geography Topic: Seasons Intent: Understanding different seasons					
		EYFS - I can notice and talk about changes in the weather and seasons.					
		KS 1 - I can study the weather and seasons more closely, recording and comparing patterns.					
	Link to CLL The Little Seed Planting and caring for seeds.	Link to CLL Pete the cat and his magic sunglasses What happens in Summer? Making magic sunglasses.	Link to CLL Fletcher and the falling leaves. Sequencing picture of tree losing his leaves.	Link to CLL The Gruffalo's child Ice and snow Investigating melting ice.	Link to Stickman – what months are in each season. Order the months. Match key times to each season/month – ie Christmas, birthdays.		
PSHE 	Topic: Relationships Intent: Understand different kinds of relationships—like family, friends, and classmates.						
	Personal space social story https://www.youtube.com/watch?v=OUGvj5K0x2U Who can cuddle you? Who can brush your hair? Who can wash you? Talk about things only parents can do?	Kodi the bear – personal space https://www.youtube.com/watch?v=0VZv-gh5kgM How did Kodi feel at different points in the story and why?	On No Bobo – story about personal space. https://www.youtube.com/watch?v=JnFS1Of1FYI Match the feelings to the different characters.	Respect personal space https://www.youtube.com/watch?v=mikw1f7K3pl Practice walking towards their friend and stopping before they get in their personal space – put arm out to check.	Twinkl https://www.youtube.com/watch?v=4h6Fdy5mNQQ Personal space and body language What do different signals and facial expressions mean? Practice saying no with your face and body – no words.	Personal space song https://www.youtube.com/watch?v=L8-xCDxhz_s Different zones – who are you happy to be in the different zones of distance? Make a stop sign – photo of holding the stop sign with a sad face. .	
	I can listen to stories, videos, and social stories to explore what makes a good friend I can show a simple understanding of positive interactions with others with support.						
It h + Well b	Music	Topic: Music and Movement Intent: To learn to play simple tunes on the recorder.					



External provider – DPA

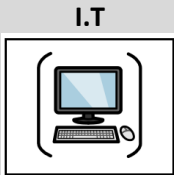
Ms Estelle will teach the children music through interactive and engaging activities. They will learn to play the recorder.

Targets that Ms Estelle will be working on during the music lessons.

- I can start to express opinions about music (e.g., "It's loud/soft").
- I can listen to and compare different pieces of music, identifying tempo, dynamics, and mood.
- I can begin to use musical vocabulary (e.g., pitch, rhythm, beat, tempo).
- I can experiment with voice to create sounds (e.g., high/low, fast/slow).
- I can play tuned and un-tuned instruments with more control and accuracy.
- I can begin to make simple changes to music (e.g., faster/slower).

Topic: Logos **Intent:** What logos are and why they are important for brands and companies.

- I can use the internet with adult support.
- I can use basic tools to create pictures, text or simple media.



What is a logo?
Who can recognise simple logos without the words?
<https://www.google.co.uk/search?q=What+is+a+logo+for+kids#fpstate=ive&vld=cid:d1e91c8c,vid:Y78vD-6h2Ow,st:1>

Matching game.

Guess the Logo
<https://www.youtube.com/watch?v=c0Mrh1nFbdg>

Match the logo to the brand.

Guess the Logo
<https://www.youtube.com/watch?v=kTwxaxbbkJo>

Choose a logo from a visual list.
Use Purple Mash to replicate the logo.

Revisit what is a logo?

Using Google to search.
Type the words off the prompt sheet – find the logo – draw it.

Guess the Logo
<https://www.youtube.com/watch?v=2AJlI5M8ba4>

Kahoot Logo quiz

Revisit what is a logo?
<https://www.youtube.com/watch?v=M0VVbmr3SII>

Using Google to search.
Type the words off the prompt sheet – find the logo – draw it.

Topic: Light and Dark **Intent:** Practice using light and shadows to make drawings more realistic and interesting.

Art

I can mix primary colours to make new colours.
I can choose colours to express ideas, feelings, or moods.
I can talk about the work of artists, designers, and craftspeople.

I can add detail and begin to show proportion in my drawings.



Investigating which colours you get when you mix 2 different colours together.

Use colours to make a painting of their choice. .

10 famous grey paintings - https://www.youtube.com/watch?v=Vb4_Aw47seY

I can mix white and black to make grey.

I can make a range of shades of grey.

Look at Piet Mondrian's tree painting – produce own tree painting using different greys they have made

10 famous blue paintings <https://www.youtube.com/watch?v=OkfUWWzC9OA>

I can add white and black to blue to make a range of shades of blue.

Make own blue painting using a sea and sky outline.

How to get different depth of colour by adding different amounts of pressure with a wax crayon – practice sheet.

Then draw a scribble drawing and colour in using different shades of a limited number of colours

<https://www.youtube.com/watch?v=jESbCaG-68g>

Guided drawing
Art Hub – Kids
How to draw a butterfly.

Draw outline in guided session then practice colouring using different shades of the same colour.

Demonstrate first.

Guided drawing
Art Hub – Kids
How to draw a boy and a girl.

Follow guided lesson on how to draw the children. Then colour using shading – demonstrate and children follow using own choice of colours.

Topic: Horse Riding **Intent:** Students improve their core strength and motor control.

Children will attend weekly horse-riding session.
The sessions will aim to develop their confidence, core strength and control.

Yoga

Weekly Yoga lessons – The theme related to the topic.
Movement control and sequencing – improving balance and posture
Listening and instruction following.

Topic: Running **Intent:** Improve running skills, including speed, endurance, and technique.



I can start and stop safely and in control

I can move with more control and balance (e.g., running, rolling, turning).

I can move with increased control and balance (e.g., running, rolling, turning).

I can experiment with different speeds, directions, and levels.

		Stop and start running games.	Stop and start running games – stopping at given points.	Running games – stopping, starting, changing directions. Practicing running tall, running low, running fast and slow.	Running games – stopping, starting, changing directions to follow routes. Running in different ways – low, high, fast, slow...	Running races - Over poles - Weaving in between cones - Around obstacles	Running races - Over poles - Weaving in between cones - Around obstacles
Curriculum Enhancement	Forest school Horse Riding	Week 2 – final week of The Hippodrome Drama Project Forest School – Weekly – Friday morning 9.30 – 10.30 – No change of clothes required – inside due to building of new school.					
Zones of Regulation and Interoception	My Body	Using the zone boards to move photos of ourselves to express how we are feeling. In the moment activities – talking about how we can manage that emotion and what we can do if it is an uncomfortable emotion. Link to PSHE - PERSONAL					
	RELAXATION SKILLS	Bubble Bounce https://www.youtube.com/watch?v=UEuFi9PxKuo&hl=en-GB	Square Breathing https://www.youtube.com/watch?v=xAXvd8XiAcQ&hl=en-GB	Bee Breathing https://www.youtube.com/watch?v=sxh0JEeBswg&hl=en-GB	Candle and Flower Breathing https://www.youtube.com/watch?v=gTN_MtV5TFw&hl=en-GB	Dragon Breathing https://www.youtube.com/watch?v=d1BOSHTdwIE&hl=en-GB	Yoga Guppy https://www.youtube.com/watch?v=O1hKRtDclXI&hl=en-GB
	SENSORY BREAKS	Wellerman https://www.youtube.com/watch?v=xrVa19LI2M0&hl=en-GB	Moovlee tricky hands https://www.youtube.com/watch?v=8911UEQWgoY&list=UUsSS5kMpKCaJ_HhTM9-HKHg&hl=en-GB	Zootopia https://www.youtube.com/watch?v=4NPmMrTDfA8	Danny Go – I got that rhythm https://www.youtube.com/watch?v=21XegpLrRjM&hl=en-GB	We will rock you https://www.youtube.com/watch?v=xshgioG7zjE	Millipede March https://www.youtube.com/watch?v=ULd1L6c1p4&list=UU3wCAOfSB0W9iuKDDtNJeGw&hl=en-GB