


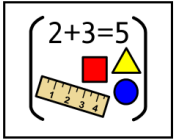

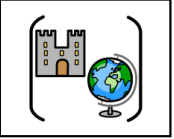

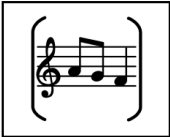
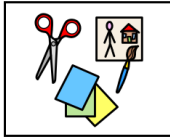



**Halesbury School**  
**Medium Term Planning**

Class:		Jaguar			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	<b>My Independence</b> 	<b>Shopping</b>  Types of shops.  Where do I go?	<b>Shopping</b>  Types of shops.  The shopping list	<b>Shopping</b>  Types of shops.  Money and exchange.	<b>Shopping</b>  Types of shops.  Social scripts	<b>Shopping</b>  Types of shops.  The first visit.	<b>Shopping</b>  Types of shops.  Independence challenge – finding and buying.		
	<b>Cooking</b> 	<b>Microwave</b>  Understanding temperature.  Microwave cup cakes.  <i>I can tell you that when food comes out of the oven it is too hot to eat</i>	<b>Microwave</b>  Understanding temperature.  Spanish omelette  <i>I can tell you that when food comes out of the oven it is too hot to eat</i>	<b>Microwave</b>  Understanding temperature.  Peanut butter and jam brownies  <i>I can tell you that when food comes out of the oven it is too hot to eat</i>	<b>Microwave</b>  Understanding temperature.  Tomato pasta  <i>I can use electrical equipment with adult support - kettle, toaster, blender, electric whisk</i>	<b>Microwave</b>  Understanding temperature.  Chocolate mug cake  <i>I can use electrical equipment with adult support - kettle, toaster, blender, electric whisk</i>	<b>Microwave</b>  Understanding temperature.  Bourbon biscuit fudge.  <i>I can use electrical equipment with adult support - kettle, toaster, blender, electric whisk</i>		

Education + Employment	<b>Communication and Language</b> 	<b>Fiction</b> All pupils to work at their individual EFL targets.	<b>Fiction</b> All pupils to work at their individual EFL targets.	<b>Fiction</b> All pupils to work at their individual EFL targets.	<b>Fiction</b> All pupils to work at their individual EFL targets.	<b>Fiction</b> All pupils to work at their individual EFL targets.	<b>Fiction</b> All pupils to work at their individual EFL targets.		
	<b>Number and Problem Solving</b> 	<b>SPD</b> All pupils to work at their individual EFL targets.	<b>Number</b> All pupils to work at their individual EFL targets.	<b>Number</b> All pupils to work at their individual EFL targets.	<b>Measure</b> All pupils to work at their individual EFL targets.	<b>Measure</b> All pupils to work at their individual EFL targets.	<b>Time and Money</b> All pupils to work at their individual EFL targets.		
	<b>Science</b> 	<b>Electricity</b> Where do we find electricity and what does it do?  <i>I can understand that electricity is a form of energy.</i>	<b>Electricity</b> Sources – renewable and non-renewable.  <i>I can understand that electricity is a form of energy.</i>	<b>Electricity</b> Electricity in our lives. Finding electrical items and safety.  <i>I can identify common appliances that run on electricity.</i>	<b>Electricity</b> Identify simple components of an electrical circuit.  <i>I can construct a simple series circuit using cells (batteries), wires, bulbs, switches, and buzzers.</i>	<b>Electricity</b> Explore how switches can control circuits.  <i>I can construct a simple series circuit using cells (batteries), wires, bulbs, switches, and buzzers.</i>	<b>Electricity</b> Experiment with circuits to create light.  <i>I can identify whether a circuit is complete or incomplete.</i>		
Community + Relationships	<b>World Around Us</b> 	<b>Geography Seasons</b> Name, order and describe the seasons.	<b>Geography Seasons</b> New life and growth.	<b>Geography Seasons</b> Sun and safety	<b>Geography Seasons</b> Changes in colour	<b>Geography Seasons</b> Ice and cold	<b>Geography Seasons</b> Favourite season.		

	<p><b>PSHE</b></p> 	<p><b>Relationships</b></p> <p>My special people.</p> <p><i>I can show a basic understanding of family members and friends.</i></p>	<p><b>Relationships</b></p> <p>What is a friend?</p> <p><i>I can recognise close friends and begin to understand the idea of friendship.</i></p>	<p><b>Relationships</b></p> <p>My space, your space.</p> <p><i>I can recognise close friends and begin to understand the idea of friendship.</i></p>	<p><b>Relationships</b></p> <p>Taking turns.</p> <p><i>I can begin to understand the concept of sharing toys and taking turns in activities.</i></p>	<p><b>Relationships</b></p> <p>Reading feelings.</p> <p><i>I can begin to develop deeper friendships and understand that not everyone will be their friend.</i></p>	<p><b>Relationships</b></p> <p>Problem solving.</p> <p><i>I can begin to develop deeper friendships and understand that not everyone will be their friend.</i></p>		
	<p><b>Music</b></p> 	Clarinets – Mrs Estell	Clarinets – Mrs Estell	Clarinets – Mrs Estell	Clarinets – Mrs Estell	Clarinets – Mrs Estell	Clarinets – Mrs Estell		
<p><b>Health + Wellbeing</b></p>	<p><b>Art</b></p> 	<p><b>Light and dark</b></p> <p>Making shadow art</p> <p><i>I can use shading, hatching, cross-hatching, stippling, and blending to create texture and depth.</i></p>	<p><b>Light and dark</b></p> <p>Shadow chalk art.</p> <p><i>I can use shading, hatching, cross-hatching, stippling, and blending to create texture and depth.</i></p>	<p><b>Light and dark</b></p> <p>Shadow puppets</p> <p><i>I can mix colours to create tones, shades, and tints.</i></p>	<p><b>Light and dark</b></p> <p>Shadow puppet theatre</p> <p><i>I can use colour and painting to show ideas, feelings, or moods.</i></p>	<p><b>Light and dark</b></p> <p>Safari animal sunset art</p> <p><i>I can mix colours to create tones, shades, and tints.</i></p>	<p><b>Light and dark</b></p> <p>Sunshine art</p> <p><i>I can mix colours to create tones, shades, and tints.</i></p>		

	<p style="text-align: center;"><b>PE</b></p> 	<p style="text-align: center;"><b>Running</b></p> <p>I can jog at a steady pace.</p> <p>I can sprint at my fastest pace.</p> <p>I can change speeds while travelling.</p> <p><i>I can move with increased control and balance (e.g., running, rolling, turning).</i></p>	<p style="text-align: center;"><b>Running</b></p> <p>I can change direction while travelling.</p> <p>I can turn my body to face the new direction.</p> <p>I can look in the new direction.</p> <p><i>I can move with increased control and balance (e.g., running, rolling, turning).</i></p>	<p style="text-align: center;"><b>Running</b></p> <p>I can use the correct technique to take off.</p> <p>I can jump as high as possible.</p> <p>I can land safely.</p> <p><i>I can move with increased control and balance (e.g., running, rolling, turning).</i></p>	<p style="text-align: center;"><b>Running</b></p> <p>I can take off from one foot and land on two feet.</p> <p>I can take off from two feet and land on one foot.</p> <p>I can land safely.</p> <p><i>I can combine movements with different speeds, directions, and levels in a short sequence.</i></p>	<p style="text-align: center;"><b>Running</b></p> <p>I can take off from one foot and land on one foot.</p> <p>I can plan a sequence of different jumps.</p> <p>I can perform my jumping sequence.</p> <p><i>I can combine movements with different speeds, directions, and levels in a short sequence.</i></p>	<p style="text-align: center;"><b>Running</b></p> <p>I can take part in running and jumping races.</p> <p><i>I can combine movements with different speeds, directions, and levels in a short sequence.</i></p>		
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