


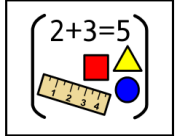


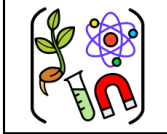
Halesbury School
Medium Term Planning

Class: Maple Class		Summer 1			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	My Independence 	Week 1: What is Public Transport? Learning Objectives Recognise different types of transport Identify a bus and its purpose Activities Sorting activity (bus, train, car, bike) Watch short video of bus journeys Label parts of a bus (door, seats, driver) Support Visual symbols / Widgit Real objects or toy models	Week 2: Bus Stops and Routes Learning Objectives Understand what a bus stop is Recognise basic route information Activities Explore pictures of bus stops and signs Simple map reading (home/school etc.) Role play waiting at a bus stop Support	Week 3: Money and Tickets Learning Objectives Recognise coins or travel cards Understand paying for a journey Activities Matching coins to values Role play buying a ticket Introduce contactless/card idea Support Real or plastic coins Visual price cards Repetition through games	Week 4: Behaviour and Safety Learning Objectives Understand safe behaviour on buses Recognise rules (sit down, no shouting) Activities Good vs bad behaviour sorting Safety scenario cards Create a "Bus Rules" poster Support Clear visuals Role play scenarios Emotion cards Assessment	Week 5: Planning a Journey Learning Objectives Follow a simple journey plan Understand start and destination Activities Plan a trip (e.g. school/shop) Sequencing steps (wait /board Pay etc.) Use simple timetable (visual) Support Step-by-step cards Simplified timetables Adult modelling Assessment Can student sequence a journey?	Week 6: Real-Life Application/Trip Learning Objectives Apply bus travel skills in real life Build confidence and independence Activities Practice trip (or simulated classroom bus) Students take roles (driver, passenger) Reflection: What went well? Support High staff ratio Pre-teaching expectations Visual checklist Assessment Can student follow key steps?		


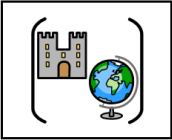
		<p>Sentence stems: "This is a ____"</p> <p>Assessment Can student identify different types of bus and their purposes? bus? Can they match transport types?</p>	<p>Colour-coded maps Now/Next boards Social stories</p> <p>Assessment Can student identify where to wait? Can they follow a simple route visually?</p>	<p>Assessment Can student select correct money? Can they practise a simple transaction?</p>	<p>Can student identify safe behaviours? Can they explain (verbally or visually) a rule?</p>	<p>Can they identify where to get off?</p>	<p>Can they travel with support?</p>		
	<p>Cooking</p>  <p>TOPIC : HEALTHY EATING</p>	<p>Introduction to Healthy Eating</p> <p>Make healthy eating plate using paper plate and widgeit symbols</p> <p>Balanced diet - on another plate sort food into protein, carbohydrates, fruit & vegetables, dairy, fats & oils. Put headings on plate to describe each category</p>	<p>Make smoothie</p> <p>Choose preferred smoothie base and fruit and prepare with adult support</p> <p><i>Skill: I can choose the ingredients I like to make a healthy smoothie</i></p>	<p>Make fruit pancakes</p> <p>Make pancake mixture and cook with adult support if needed. Top with choice of fruit (healthy option)</p> <p><i>Skill: I can demonstrate what a frying pan is used for</i></p>	<p>Make healthy lunch</p> <p>Rainbow wraps with home made crisps</p> <p>Choose ingredients for wrap and prepare independently. Make tortilla crisps - add flavour to suit personal preference</p> <p><i>Skill: I can safely use a knife to chop fruit and vegetables independently</i></p>	<p>Make healthy lunch/dinner</p> <p>Pasta salad</p> <p>Cook pasta with support as needed. Choose protein and vegetables to add to pasta. Mix with low fat yoghurt</p> <p><i>Skill: I can drain food using a colander with adult support/independently</i></p>	<p>Make healthy alternative</p> <p>Flatbread pizza</p> <p>Make pizza base (healthy alternative) and choose toppings</p> <p><i>Skill: I can find healthier options for a given recipe ie pizza</i></p>		

		<i>Skill: I can identify the main food groups with adult support</i>							
Education + Employment	Communication and Language 	<p>Week 1: What is a Story? (Understanding Narrative Basics)</p> <p>Objectives:</p> <p>Identify beginning, middle, end</p> <p>Recognise characters and setting</p> <p>Build confidence in reading</p> <p>Activities:</p> <p>Story sorting (cut up a simple story → sequence it)</p> <p>Use images to create a simple narrative</p> <p>Teacher read-aloud + pause for questions</p> <p>Story map (visual diagram)</p>	<p>Week 2: Characters & Feelings</p> <p>Objectives:</p> <p>Identify main characters</p> <p>Describe feelings using simple vocabulary</p> <p>Link actions to emotions</p> <p>Activities:</p> <p>Emotion cards (happy, nervous, angry)</p> <p>Role-play scenes</p> <p>“Hot seating” (teacher models first)</p> <p>Match feelings to story events</p>	<p>Week 3: Setting & Description</p> <p>Objectives:</p> <p>Identify where/when a story takes place</p> <p>Use adjectives to describe setting</p> <p>Activities:</p> <p>Sensory exploration (sound clips, images)</p> <p>Describe a setting using 5 senses</p> <p>Build sentences: “The forest is dark and quiet.”</p> <p>Draw and label a setting</p> <p>SEND Strategies:</p>	<p>Week 4: Plot & Problem</p> <p>Objectives:</p> <p>Understand conflict/problem in a story</p> <p>Predict what might happen next</p> <p>Activities:</p> <p>“What happens next?” pause points</p> <p>Story mountain (simplified visual)</p> <p>Matching problem → solution</p> <p>Group storytelling</p> <p>SEND Strategies:</p> <p>Repetition of story structure</p> <p>Graphic organisers</p> <p>Think-pair-share</p> <p>Assessment:</p>	<p>Week 5: Writing Our Own Story (Structured Support)</p> <p>Objectives:</p> <p>Create a simple story with support</p> <p>Use beginning, middle, end</p> <p>Activities:</p> <p>Fill-in-the-gap story templates</p> <p>Choose a character + setting cards</p> <p>Oral storytelling before writing</p> <p>Use story cubes/dice</p> <p>SEND Strategies:</p> <p>Writing frames</p> <p>Scribing support if needed</p> <p>Use of assistive tech (speech-to-text)</p>	<p>Week 6: Editing, Performing & Celebrating</p> <p>Objectives:</p> <p>Review and improve work</p> <p>Share stories confidently</p> <p>Activities:</p> <p>Peer feedback (simple checklist)</p> <p>Read stories aloud / record audio</p> <p>Add illustrations</p> <p>Class “story showcase”</p> <p>SEND Strategies:</p> <p>Positive reinforcement</p> <p>Checklist prompts:</p> <p>Capital letters</p> <p>Full stops</p> <p>Option to present verbally instead of writing</p> <p>Assessment:</p>		

		<p>SEND Strategies:</p> <p>Visual timetables Chunked instructions Widgit symbols / images Sentence starters: "The story starts with..."</p> <p>Assessment:</p> <p>Can the student sequence a story correctly?</p>	<p>SEND Strategies:</p> <p>Emotion word banks Colour coding (feelings = red, actions = blue) Use of visuals / emojis</p> <p>Assessment:</p> <p>Describe a character using 3 words or symbols</p>	<p>Word banks with visuals Sentence frames Modelled writing</p> <p>Assessment:</p> <p>Write or say 1–2 descriptive sentences</p>	<p>Identify the problem in a story</p>	<p>Assessment:</p> <p>Produce a short structured story</p>	<p>Completed story (written, drawn, or oral) Ability to explain story elements</p>		
	<p>Number and Problem Solving</p> 	<p>Number and Place Value</p> <p>Reading and writing numbers to 10, 50, 100 or 500 Ordering numbers</p>	<p>Number and Place Value</p> <p>10 or 100 more/less Odd and even numbers</p>	<p>Number and Place Value</p> <p>Data – representing data in block graphs, bar charts, pictograms. Extracting information from a graph.</p>	<p>Multiplication, Division and Fractions</p> <p>Counting in given amounts depending upon current EFL level</p>	<p>Multiplication, Division and Fractions</p> <p>Sharing amounts / Fractions ($\frac{1}{2}$ or $\frac{1}{4}$) Division facts for 2, 5 or 10 times tables</p>	<p>Recap and review</p> <p>Work set appropriate to EFL level.</p>		
	<p>Science</p>	<p>Week 1 What is Water?</p>	<p>Week 2 States of Water</p>	<p>Week 3 – Changing State</p>	<p>Week 4 – Evaporation & Condensation</p>	<p>Week 5 – The Water Cycle</p> <p>Learning Objective</p>	<p>Week 6 – Why Water is Important</p> <p>Learning Objective</p>		



<p>Learning Objective Identify water and describe basic properties</p>	<p>Learning Objective Know water can be solid, liquid, or gas</p>	<p>Learning Objective Understand melting and freezing</p>	<p>Learning Objective Know water can evaporate and condense</p>	<p>Understand the basic water cycle</p>	<p>Know why water is important for living things</p>
<p>Activities Sensory exploration (touch water, ice, steam demo) Sort images: water vs not water Simple experiment: pour water into different containers</p>	<p>Activities Match ice, water, steam to labels Freeze water (start experiment) Use role-play (students act as particles – spaced out, close together)</p>	<p>Activities Observe ice melting over time Record changes with pictures or symbols</p> <p>Activities (sequence cards: ice → water → ice)</p>	<p>Activities Kettle/steam demo (safe distance) Condensation on mirror experiment Draw simple diagrams</p> <p>Support Now/Next boards Pre-drawn diagrams to label Key word repetition</p>	<p>Activities Build a model Song/video on water cycle Sequence cards (rain → river → sea → clouds)</p> <p>Support Visual timetable of cycle Simplified diagram with symbols</p>	<p>Activities Identify uses (drinking, washing, plants) Compare healthy vs unhealthy habits Poster creation</p>
<p>Support Visual symbols (Widgit/PECS style) Sentence stems: “Water is...” Use real objects before abstract ideas</p>	<p>Support Colour coding (solid = blue, liquid = green, gas = red) Repetition with visuals and gestures</p>	<p>Support Timers for structure Chunked instructions Adult modelling language</p>	<p>Outcome All: recognise evaporation Most: identify condensation Some: link to water cycle</p>	<p>Outcome All: recognise cycle stages Most: order stages Some: explain full cycle</p>	<p>Support Choice boards Structured templates Verbal + visual instructions Outcome All: name 1 use Most: describe several uses Some: explain importance for life</p>
<p>Outcome All: recognise water</p>	<p>Outcome All: name the three states Most: match examples</p>	<p>Outcome All: recognise melting/freezing Most: describe what happens Some: explain temperature causes change</p>			

		Most: describe 1–2 properties (wet, clear) Some: explain that water flows and takes shape	Some: describe differences						
	PfA and Careers 								
Community + Relationships	World Around Us 	<p>Week 1: What Are Seasons?</p> <p>Key Question: What happens in each season?</p> <p>Learning Objectives:</p> <p>Name the four seasons Describe basic characteristics (weather, daylight)</p> <p>Activities:</p> <p>Starter: Seasonal image sorting (winter/summer etc.)</p>	<p>Week 2: Seasonal Weather Changes</p> <p>Key Question: How does weather change across the year?</p> <p>Learning Objectives:</p> <p>Identify weather patterns in each season Record simple weather data</p> <p>Activities:</p>	<p>Week 3: Why Do We Have Seasons?</p> <p>Key Question: Why does Earth have seasons?</p> <p>Learning Objectives:</p> <p>Understand Earth’s tilt (basic concept) Recognise that sunlight changes across the year</p> <p>Activities:</p> <p>Starter: Day/night recap</p>	<p>Week 4: Day Length and Seasons</p> <p>Key Question: Why are days longer in summer?</p> <p>Learning Objectives:</p> <p>Understand daylight variation Compare summer vs winter daylight</p> <p>Activities:</p> <p>Starter: Which day is longer? (image comparison) Main: Sort cards (long day/short day)</p>	<p>Week 5: How Seasons Affect People & Nature</p> <p>Key Question: How do seasons change what we do?</p> <p>Learning Objectives:</p> <p>Describe how seasons affect daily life Understand impact on plants/animals</p> <p>Activities:</p> <p>Starter: Clothing matching game Main: Sort activities by season</p>	<p>Week 6: Review & Assessment</p> <p>Key Question: What have we learned about seasons?</p> <p>Learning Objectives:</p> <p>Recall key knowledge Demonstrate understanding</p> <p>Activities:</p> <p>Starter: Recap quiz (interactive) Main: Create a “Seasons Poster” Assessment: Match, label, short answers Plenary: Self-assessment (traffic light system)</p>		

		<p>Main: Match pictures to seasons (clothes, activities) Group task: Create a season collage Plenary: "Which season am I?" guessing game</p> <p>SEND Support:</p> <p>Use symbols/images Provide word bank (hot, cold, rain, sun) Pre-teach vocabulary</p> <p>Outcome:</p> <p>Labelled worksheet or collage showing 4 seasons</p>	<p>Starter: Weather symbol recap Main: Fill in seasonal weather charts Practical: Create a class weather calendar Plenary: True/false quiz</p> <p>SEND Support:</p> <p>Use colour-coded charts Provide sentence starters ("In winter it is...")</p> <p>Outcome:</p> <p>Completed seasonal weather chart</p>	<p>Demo: Torch + globe model (hands-on) Main: Label diagram of Earth and Sun Plenary: Quick quiz using visuals</p> <p>SEND Support:</p> <p>Keep explanation simple: "Earth tilts towards/away" Repeat demonstration Use physical modelling</p> <p>Outcome:</p> <p>Annotated diagram (simplified)</p>	<p>Graph activity: Simple daylight hours chart Plenary: Think-pair-share</p> <p>SEND Support:</p> <p>Pre-drawn graphs Use visuals (sunrise/sunset icons) Adult support for graphing</p> <p>Outcome:</p> <p>Completed simple graph or sorting activity</p>	<p>Case study: Animals in winter (hibernation) Plenary: Draw favourite seasonal activity</p> <p>SEND Support:</p> <p>Use real-life examples Visual cards for activities Reduced writing tasks</p> <p>Outcome:</p> <p>Worksheet or drawing showing seasonal impact</p>	<p>SEND Support:</p> <p>Choice of outcome (poster, verbal, matching) Adult scribing if needed Use of templates</p> <p>Outcome:</p> <p>Final project or assessment sheet</p>		
	<p>PSHE Mrs Ralphs</p>	<p>Healthy Me Personal Safety</p> <p>Skill: <i>I can discuss what makes a</i></p>	<p>Healthy Me Personal Safety</p> <p>Skill:</p>	<p>Healthy Me Personal Safety</p> <p>Skill: <i>I can understand "yes/no" choices</i></p>	<p>Healthy Me Personal Safety</p> <p>Skill: <i>I can recognise and name trusted</i></p>	<p>Healthy Me Personal Safety</p> <p>Skill:</p>	<p>Healthy Me Personal Safety</p> <p>Skill:</p>		



situation safe/unsafe.

Group discussion/Circle time – Pupils to think of a thing, a person or a place that might not be safe. Using given image how do we know that this person is frightened. Use widget images to show what we may not see in our face or body. Talk about how it may feel inside our body using visual images. Discuss why our bodies do this.

I can understand "yes/no" choices in relation to safe/unsafe scenarios.

Discuss as a group when we need to call for help. Use images. 999 -Discuss what is an emergency and what needs 999 using widget images. List pupil ideas. Using emergency service images discuss differences and match with how they help. Scenarios - help Jigsaw Jino decide what to do for each scenario.

in relation to safe/unsafe scenarios.

Discuss 999 and that it is free to call. Explain that if you're not sure, it's better to call. Listen to an emergency call. Discuss questions they will ask and what answers you need to give. Discuss and name what is not an emergency.

adults (e.g., family, teacher, police).

Discuss that safety isn't just about places and things – sometimes it's also about people and situations, online and offline. Identify adults you could go to for advice or help at home and school.

Group to look at visuals of different risks- roads, water, strangers, online, fire. What safety rules do we know about these places. List. How can we stay safe in each situation?

I can use crossings correctly, avoid unsafe areas, and act safely near water/rail

Group discussion of water around us, Canals, Rivers, Reservoirs, Ponds, Lakes.

Pupils to add where and when they like to play in water. Widget to show group discussion with images.

Using 3 images discuss safety rules for around water. Make a list of the rules for water. Watch water safety cartoon.

I can name simple safety rules for roads, water, and railways.

Discuss Water Safety Code – Stop and Think, Stay Together, Float if in trouble, Call 999. River Water Safety Story. Read and answer questions. How do the Star rules apply to the story, use images to show this? Discuss Water Safety scenario and decide what to do and how to react in this situation.

Art

Today we had a mindfulness lesson and used

In art, pupils will be to learning to

Pupils will create a three-dimensional

Pupils will continue to work on their artwork.

Pupils will continue to work on their artwork.

Pupils will continue to work on their artwork.



maple

our creative skills to promote a positive mindset.

develop the ability to represent a three-dimensional world on a two-dimensional surface, by creating a convincing illusion of depth and space.

piece of artwork on a two-dimensional surface.

PE



Week 1:
Introduction & Safety

Focus: Basic stick handling & safety

Objectives:

Understand safe use of hockey sticks

Week 2:
Dribbling & Ball Control

Focus: Close control and movement

Objectives:

Dribble using short, controlled pushes

Week 3:
Passing (Push Pass)

Focus: Introducing passing technique

Objectives:

Perform a basic push pass
Receive a stationary ball

Week 4:
Receiving & Shooting

Focus: Stopping the ball and basic shooting

Objectives:

Stop a moving ball using the stick

Week 5:
Simple Game Play

Focus: Applying skills in small-sided games

Objectives:

Understand basic rules (no feet, safe play)

Week 6:
Review & Assessment

Focus: Consolidation and evaluation

Objectives:

Demonstrate learned skills in a game
Reflect on progress

		<p>Hold the stick correctly (grip & stance) Move with control in space</p> <p>Activities:</p> <p>Warm-up: Movement games (e.g. traffic lights) Introduction to equipment & safety rules Dribbling the ball in a straight line Obstacle course (wide cones, slow pace)</p> <p>Differentiation:</p> <p>Use larger/lighter balls Allow hands-only rolling for some students Reduce distances</p>	<p>Keep the ball close while moving</p> <p>Activities:</p> <p>Warm-up: Follow-the-leader with a ball Dribbling through cones (varying speeds) "Red light, green light" dribbling game Partner shadow dribbling</p> <p>Differentiation:</p> <p>Use visual markers/arrows on the floor Reduce number of cones Adult/peer support</p> <p>Assessment:</p> <p>Ability to maintain</p>	<p>Activities:</p> <p>Warm-up: Passing in pairs (short distance) Demonstration of push pass Target passing (into zones/goals) Simple 2v1 keep ball game</p> <p>Differentiation:</p> <p>Larger targets Shorter distances Stop the ball before passing</p> <p>Assessment:</p> <p>Accuracy and control of push pass All pupils will undertake appropriate warm up/warm down activities and</p>	<p>Shoot towards a target</p> <p>Activities:</p> <p>Warm-up: Reaction ball stops Receiving practice in pairs Shooting at large goals Mini challenge: hit the target</p> <p>Differentiation:</p> <p>Use stationary balls for shooting Larger goals or closer distances Allow trapping with feet (if needed)</p> <p>Assessment:</p> <p>Control when receiving and attempt at shooting</p>	<p>Work as part of a team</p> <p>Activities:</p> <p>Warm-up: Passing relay 3v3 or 4v4 small games Conditioned games (e.g. must pass before scoring)</p> <p>Differentiation:</p> <p>Reduce number of players Use zones or safe areas Allow extra time on the ball</p> <p>Assessment:</p> <p>Participation and teamwork All pupils will undertake appropriate warm up/warm down activities</p>	<p>Activities:</p> <p>Warm-up: Skill stations (dribbling, passing, shooting) Mini tournament or games Peer/self-assessment (simple checklist)</p> <p>Differentiation:</p> <p>Choice of activity level Support with peer buddy Adapted rules per group</p> <p>Assessment:</p> <p>Skill execution, confidence, and engagement All pupils will undertake appropriate warm</p>		
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		<p>Assessment:</p> <p>Can pupils hold the stick safely and move with control?</p> <p>All pupils will undertake appropriate warm up/warm down activities and understand their importance.</p>	<p>control while moving</p> <p>All pupils will undertake appropriate warm up/warm down activities and understand their importance.</p>	<p>understand their importance.</p>	<p>All pupils will undertake appropriate warm up/warm down activities and understand their importance.</p>	<p>and understand their importance.</p>	<p>up/warm down activities and understand their importance.</p>		
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