


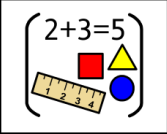


Class: Oak		Topic: Splash					
Area of Learning		Week 1 Date: 13.4.26	Week 2 Date: 20.4.26	Week 3 Date: 27.4.26	Week 4 Date: 4.5.26	Week 5 Date: 11.5.26	Week 6 Date: 18.5.26
Independent Living	<p>My Independence</p> 	<p>Topic: Travelling on a bus</p> <p>Pupils to understand the role of buses in everyday travel and identify reasons people use them.</p> <p>Compare bus travel with walking, train, or taxi.</p> <p>Activity: Mind map reasons people use buses.</p> <p>What are the stages of a bus journey?</p> <p><i>I can show my understanding of travel costs, time management, and punctuality.</i></p>	<p>Topic: Travelling on a bus</p> <p>Pupils to learn how to read simple bus stop information and routes</p> <p>Students plan which bus to take to get somewhere local.</p> <p>Activity: What information is on a bus stop?</p> <p>Read a sample timetable and pupils answer questions using a simplified timetable</p> <p><i>I can understand and</i></p>	<p>Topic: Travelling on a bus</p> <p>Pupils to understand different ways to pay for bus travel.</p> <p>Discuss daily travel budgets.</p> <p>Activity: Pupils calculate:</p> <ul style="list-style-type: none"> • Cost of one trip • Return journey cost. <p><i>I can demonstrate my understanding of and uses timetables, maps, and simple travel apps with support.</i></p>	<p>Topic: Travelling on a bus</p> <p>Pupils to identify potential risks and safe behaviours on buses.</p> <p>Discuss personal safety and stranger awareness.</p> <p>Activity: Pupils discuss situations that can arise</p> <ul style="list-style-type: none"> • Crowded bus • Someone sits in your seat • You feel uncomfortable <p><i>I can manage unexpected challenges (e.g., route changes, safety concerns, lost items).</i></p>	<p>Topic: Travelling on a bus</p> <p>Pupils to learn strategies for solving travel problems.</p> <p>Activity: Pupils discuss possible problems and create a help plan for:</p> <ul style="list-style-type: none"> • Missed stop • Wrong bus • Bus cancelled • Lost travel card <p><i>I can respond calmly to changes – e.g., missed bus, diversion, delay.</i></p>	<p>Topic: Travelling on a bus</p> <p>Pupils apply knowledge to individually plan a bus journey.</p> <p>Activity: Students apply knowledge to plan a bus journey.</p> <p><i>I can plan and complete journeys to new destinations (e.g., work experience, appointments) with minimal support.</i></p>

			<i>follows public transport systems (tickets, passes, schedules).</i>	<i>I can show my understanding of travel costs, time management, and punctuality.</i>			
	<p>Cooking</p>  <p>TOPIC: HEALTHY EATING</p>	<p>Theory: How cooking supports mental wellbeing</p> <p>Students to do research on how cooking supports mental wellbeing. Give examples of recipes they would personally recommend. Design a poster to promote cooking for wellbeing.</p> <p>Extension task: Cooking for health. Design a menu for 1 or more days that would support a balanced diet. Include information on each category each part of the meal falls into.</p> <p><i>Skill: I can discuss how cooking supports mental wellbeing</i></p>	<p>Make healthy smoothie</p> <p>Plan what base and flavours they want their smoothie to be. Prepare fruit and make smoothie independently - model how to use blender but allow students to use independently where possible.</p> <p><i>Skill: I can make a healthy smoothie independently</i></p>	<p>Theory: How cooking and eating the right foods can help prevent some illnesses and diseases</p> <p>Students to research heart disease and obesity and produce fact sheet about their findings.</p> <p>Fact sheet to include examples of food to eat and not eat and some meal ideas.</p> <p><i>Skill: I can talk about which foods will help</i></p>	<p>Make bread rolls</p> <p>Students to make bread rolls (healthier alternative to shop bought ones)</p> <p>Ingredients to be measured using measuring cups</p> <p><i>Skill: I can use measuring cups to measure dry ingredients independently</i></p>	<p>Ready Steady Cook - Healthy Meal Focus</p> <p>Students to work in small groups to design, prepare and cook a healthy meal from the ingredients provided. Brainstorm ideas if needed.</p> <p><i>Skill: I can prepare a healthy dinner independently</i></p>	<p>Make pizza</p> <p>Make own flatbread (healthy option for pizza base). Choose and prepare toppings and cook pizza as independently as possible.</p> <p><i>Skill: I can find healthier options for a given recipe ie pizza</i></p>

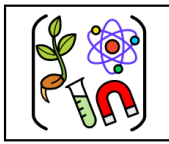
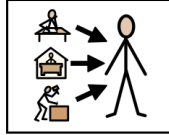

				<i>prevent diseases such as heart disease and obesity</i>			
Education + Employment	<p>Communication and Language</p> 	<p>Topic: Fiction Study of Kensuke’s Kingdom – Michael Morpurgo</p> <p>Introduce Kensuke’s Kingdom, discuss its genre and author</p> <p>Focus on themes: (adventure, survival, friendship, war)</p> <p>Shared reading of opening chapters 1 and 2</p> <p><i>I can read aloud, taking account of punctuation including exclamation marks and questions marks</i></p> <p>Activity: Write a for and against for sailing around the world together</p>	<p>Topic: Fiction Study of Kensuke’s Kingdom – Michael Morpurgo</p> <p>Focus on descriptive language and understanding setting.</p> <p>Shared reading of chapters 3–5</p> <p><i>I can read aloud, taking account of punctuation including exclamation marks and questions marks</i></p> <p>Activity:</p>	<p>Topic: Fiction Study of Kensuke’s Kingdom – Michael Morpurgo</p> <p>Focus on diary writing</p> <p>Shared reading Chapters 6–8</p> <p><i>I can read aloud, taking account of punctuation including exclamation marks and questions marks</i></p> <p>Discuss Michael’s feelings with a focus on</p>	<p>Topic: Fiction Study of Kensuke’s Kingdom – Michael Morpurgo</p> <p>Focus on character development and inference</p> <p>Shared reading of Chapters 9–10</p> <p><i>I can read aloud, taking account of punctuation including exclamation marks and questions marks</i></p> <p>Pupils to explore Kensuke’s character.</p> <p>Activity: Research newspaper articles on real life Japanese soldiers hiding out on Islands</p>	<p>Topic: Fiction Study of Kensuke’s Kingdom – Michael Morpurgo</p> <p>Focus formal and informal writing</p> <p>Read Chapters 11–12</p> <p><i>I can read aloud, taking account of punctuation including exclamation marks and questions marks</i></p> <p>Discuss key themes of the book – survival, war, nature, friendship</p> <p>Write a letter from Michael to his parents</p>	<p>Topic: Fiction Study of Kensuke’s Kingdom – Michael Morpurgo</p> <p>Focus on summarising and personal response. Discuss ending and impact</p> <p>Debate: Should Kensuke have left the island?</p> <p>Write a book review OR report with a balanced argument</p> <p>LA: Simple opinion with reasons</p> <p><i>I can write a text using headings and sub headings</i></p>

	<p>Write a setting description of life on the boat Peggy Sue.</p> <p>LA Use adjectives and descriptive phrases</p> <p>Write one paragraph describing the boat and ocean</p> <p>Sentence starters and word bank</p> <p>Describe boat using simple sentences</p> <p><i>The boat is...</i></p> <p><i>The sea looks...</i></p> <p><i>Michael feels</i></p> <p>I can use a range of adjectives in my writing</p> <p>MA/HA</p> <p>Use expanded noun phrases</p>	<p>Identify language used to describe the sea/storm</p> <p>Create a setting description (Storm scene)</p> <p>LA: Fill-in descriptive sentences, adjective bank</p> <p>I can use a range of adjectives in my writing</p> <p>MA/HA Use of expanded noun phrases and similes, figurative language (metaphor, personification), varied sentence structure</p> <p>I can demonstrative appropriate use of adjectives, adverbs and</p>	<p>empathy and character voice</p> <p>I can answer questions after discussion with adult and make simple inferences</p> <p>Activity: Write a diary entry from the perspective of Michael</p> <p>LA: Scaffolded diary with prompts (Today I..., I felt...)</p> <p>I can use time connectives in my writing.</p> <p>MA/HA: Structured diary with emotions + events</p> <p>Advanced diary with reflection,</p>	<p>I can retrieve information from books and computers</p> <p>Character comparison on Michael and Kensuke</p> <p>LA: Simple comparison chart</p> <p>MA/HA: Paragraph using conjunctions (however, similarly)</p> <p>HA: Analytical comparison with evidence and quotations to support ideas</p> <p>I can infer reasons for a characters' behaviour from their dialogue/actions and back up my ideas with evidence from the text</p> <p>I can answer questions and make</p>	<p>LA: Letter template with gaps</p> <p>I can use time connectives in my writing.</p> <p>I can write for different purposes</p> <p>MA/HA Full letter with correct structure</p> <p>HA: Emotional, detailed letter with varied sentence forms</p> <p>I can infer reasons for a characters' behaviour from their dialogue/actions and back up my ideas with evidence from the text</p> <p>I can explain what has happened so far and give expanded answers</p>	<p>MA/HA Structured review with likes/dislikes</p> <p>HA: Balanced argument with multiple viewpoints</p> <p>I can use some subordination (When/if/that/because/ to join clauses after discussion with an adult</p> <p>I can explain what has happened so far and give expanded answers</p>
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		<p>Include figurative language (simile/metaphor)</p> <p>Write two paragraphs describing atmosphere and setting</p> <p><i>I can demonstrate appropriate use of adjectives, adverbs and expanded noun phrases to describe and specify</i></p>	<p>expanded noun phrases to describe and specify</p>	<p>varied tone, deeper emotion</p> <p><i>I can infer reasons for a characters' behaviour from their dialogue/actions and back up my ideas with evidence from the text</i></p> <p><i>I can explain what has happened so far and give expanded answers</i></p>	<p>inferences on a book I can read fluently</p>		
<p>Number and Problem Solving</p> 	<p>Topic: Multiplication, Division and Fractions</p> <p>Baseline Assessment</p> <p>3 times table work</p>	<p>Topic: Multiplication, Division and Fractions</p> <p>4 times table work</p>	<p>Topic: Multiplication, Division and Fractions</p> <p>8 times table work</p>	<p>Topic: Multiplication, Division and Fractions</p> <p>LA/MA I can recognise the symbol 1/3</p>	<p>Topic: Multiplication, Division and Fractions</p> <p>LA/MA I can recognise the</p>	<p>Topic: Multiplication, Division and Fractions</p> <p>Consolidation work and end of unit assessments</p>	

	<p><i>I can find the total of a groups of objects by counting them in 3s</i></p> <p><i>I can use my knowledge of counting in 3s to complete addition calculations</i></p> <p><i>I can recall the 3 times tables in any order.</i></p> <p>Activity: "Roll & Race"</p> <p>Pupils roll a dice.</p> <p>Multiply the number by 3.</p> <p>First to say the correct answer scores a point.</p> <p>Example:</p> <p>Roll 4 → $4 \times 3 = 12$</p> <p>Extension:</p>	<p><i>I can find the total of a groups of objects by counting them in 4s</i></p> <p><i>I can use my knowledge of counting in 4s to complete addition calculations</i></p> <p><i>I can recall the 4 times tables in any order.</i></p> <p>Activity:</p> <p>Make groups of 4</p> <p>Count in 4s to find totals</p> <p>Example:</p>	<p><i>I can find the total of a groups of objects by counting them in 8s</i></p> <p><i>I can use my knowledge of counting in 8s to complete addition calculations</i></p> <p>Activity: "Roll & Race"</p> <p>Pupils roll a dice.</p> <p>Multiply the number by 8.</p> <p>First to say the correct answer scores a point.</p> <p>Example:</p> <p>Roll 4 → $4 \times 8 = 24$</p>	<p><i>I can recognise that a third means one of three pieces that when put together makes a whole</i></p> <p><i>I can solve simple problems involving 1/3 objects.</i></p> <p>Activity: "Fraction Hunt"</p> <p>Show pupils different fraction cards (1/2, 1/4, 1/3, etc.).</p> <p>Ask them to find and hold up 1/3.</p> <p>Extend by placing cards around the room for a mini scavenger hunt.</p> <p>Activity: "Build the Fraction"</p> <p>Give pupils number cards (1 and 3) and a fraction line.</p>	<p><i>equivalence of 1/2 and 2/4</i></p> <p><i>I can recognise a unit and non-unit fraction</i></p> <p>Activity 1: "Fold and Compare"</p> <p>Give pupils a paper rectangle.</p> <p>Fold once → label 1/2.</p> <p>Fold again → now you have 4 equal parts.</p> <p>Shade 2 parts → label 2/4.</p> <p>HA can add and subtract fractions with the same denominator with one whole</p>	
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		<p>Ask questions out of order:</p> <p>“What is 7×3?”</p> <p>“What is 3×12?”</p> <p>HA I can recognise the equivalence of $\frac{1}{2}$ and $\frac{2}{4}$</p> <p>I can solve missing number problems involving times tables</p> <p>Activity:</p> <p>In pairs:</p> <p>Pupil A says: “I’m thinking of a number. When I multiply it by 3, I get 21.”</p> <p>Pupil B guesses: 7</p> <p>Then swap.</p> <p>Extension:</p>	<p>4, 8, 12, 16 → “There are 16 objects”</p> <p>Questions:</p> <p>“How many groups of 4?”</p> <p>“What multiplication does this show?” → $4 \times 4 = 16$</p> <p>HA I can multiply a 1-digit number by a 2-digit number no exchange/ with exchange</p> <p>I can divide a 2-digit number by a 1-digit number no exchange</p>	<p>Extension:</p> <p>Ask questions out of order:</p> <p>“What is 7×8?”</p> <p>“What is 8×12?”</p> <p>I can recall the 8 times tables in any order</p> <p>HA I can divide a 2-digit number with a 1-digit number with remainders</p>	<p>Pupils to physically build $\frac{1}{3}$ using the cards</p> <p>HA I can recognise a unit and non-unit fraction</p>	<p>I can recognise equivalent fractions</p>	
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		Use larger numbers or different tables					
	Science 	Course work Plan and complete a practical investigation Biology – <i>Investigate the change in temperature when biological mass decays</i>	Coursework Write-up practical investigation	Course work Plan and complete a practical investigation Physics – Investigate	Coursework Write-up practical investigation	Coursework Plan and complete a practical investigation Chemistry	Coursework Write-up practical investigation
	PfA and Careers 	Pupils will take part in an enterprise project where they design, produce, package and sell a range of handmade products at a market stall in the local town. The project develops independence, employability skills, teamwork, and money awareness through meaningful, real-world experience.					
Community + Relationships	World Around Us 	Topic: Seasons <i>I can identify and name main climate zones, biomes, and vegetation belts, and describe what they are like.</i>	Topic: Seasons <i>I can identify and name main climate zones, biomes, and vegetation belts, and describe what they are like.</i>	Topic: Seasons <i>I can understand important global locations like the Equator, hemispheres, Tropics, Arctic/Antarctic Circles, Prime Meridian, and time zones.</i>	Topic: Seasons <i>I can identify and name main climate zones, biomes, and vegetation belts, and describe what they are like.</i>	Topic: Seasons <i>I can identify and name main climate zones, biomes, and vegetation belts, and describe what they are like.</i>	Topic: Seasons <i>I can explain how physical geography affects people's lives, such as floods affecting homes.</i> I can understand how human

		<p>I can explain what seasons are and how they differ</p> <p>I can understand why we have four seasons in the UK</p> <p>I can understand the differences in daylight, temperature, and weather</p> <p>Activities:</p> <p>Pupils to examine images and data from different seasons</p> <p>Write a paragraph explaining each season</p> <p>LA: Sentence starters + word bank (focus on describing)</p> <p>MA: Paragraphs comparing two seasons</p>	<p>I can begin to analyse and interpret seasonal weather data</p> <p>I can understand the temperature, rainfall, daylight and hours in different seasons</p> <p>Activities:</p> <p>Interpret real weather data (tables/graphs)</p> <p>Create line graphs of temperature across seasons</p> <p>Compare seasonal patterns and look at written analysis of</p>	<p>I can understand how Earth's tilt and orbit cause seasons</p> <p>Earth's axis tilt (23.5° simplified)</p> <p>Look at different hemispheres and their seasons</p> <p>Activities:</p> <p>Pupils to complete worksheet explaining differences between hemispheres. Where does the UK sit?</p> <p>LA/ MA: Describe how sunlight changes across the year</p> <p>HA: Explain tilt, orbit, and hemispheres</p>	<p>I can understand how seasons affect plants, animals, and humans</p> <p>Adaptation: migration, hibernation, reproduction</p> <p>Look at case studies (e.g. Arctic vs UK wildlife)</p> <p>Activities:</p> <p>Write a paragraph explaining: <i>How living things adapt to seasons</i></p> <p>LA: Identify examples (hibernation, migration)</p> <p>MA: Explain how and when changes happen</p> <p>HA: Explain why adaptations are necessary</p>	<p>I can compare seasons in different parts of the world</p> <p>Climate zones (tropical, temperate,)</p> <p>Compare UK with countries near equator and poles</p> <p>Discuss misconceptions (not all countries have 4 seasons)</p> <p>Activities:</p> <p>LA: Identify hot/cold regions on a map</p> <p>MA: Compare two locations</p> <p>HA: Explain how latitude and Earth's tilt affect seasons globally</p>	<p>activity affects seasonal patterns</p> <p>How is climate change affecting the seasons?</p> <p>Activities</p> <p>Discuss evidence of changing seasons</p> <p>Debate: <i>Are seasons changing?</i></p> <p>Write a report on the effect of global warming on the seasons/changing weather</p> <p>LA: Write a simple report with headings</p> <p>MA: Structured explanation with facts</p> <p>HA: Detailed, reasoned</p>
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		<p>HA: Detailed explanation including daylight hours and temperature patterns</p>	<p>weather patterns</p> <p>LA: Read simple charts and answer retrieval questions</p> <p>MA: Describe trends using data</p> <p>HA: Explain patterns of seasons using evidence</p>	<p>using precise vocabulary</p>			<p>argument including causes and impacts</p>
<p>PSHE</p>  <p>Mrs Ralphs</p>	<p>Healthy Me Personal Safety</p> <p><i>Skill:</i> <i>I can identify risks in different scenarios.</i></p> <p>Recap PSHE Rules.</p> <p>Think, Pair, Share – What is a gang? -</p>	<p>Healthy Me Personal Safety</p> <p><i>Skill:</i> <i>I can identify risks in different scenarios.</i></p> <p>Ava and Kiran’s story – Read,</p>	<p>Healthy Me Personal Safety</p> <p><i>Skill:</i> <i>I can recognise that strangers may offer things like sweets, money, or ask for help as a trick.</i></p>	<p>Healthy Me Personal Safety</p> <p><i>Skill:</i> <i>I can show an understanding of "safe" vs "unsafe" actions.</i></p> <p>Discuss the pictures</p>	<p>Healthy Me Personal Safety</p> <p><i>Skill:</i> <i>I can demonstrate strategies to stay safe in real-life scenarios (e.g., use phone, say no, stay in groups).</i></p>	<p>Healthy Me Personal Safety</p> <p><i>Skill:</i> <i>I can identify risks in different scenarios.</i></p> <p>Discuss and list why people join</p>	

		<p>Discuss if belonging to a gang is good or bad. Why people join gangs. Can gangs be involved in criminal activity? Are people pressured.</p> <p>Discuss what pupils perceive as being in a gang and why.</p>	<p>discuss and answer questions. Questions to include what sort of jobs, how they earn money. Discuss packages and what may be in them. Class to discuss how they may be feeling in the story.</p>	<p>Discuss and explain that some gangs choose to exploit (use) children to do criminal/illegal things.</p> <p>Class to discuss what exploitation is and then use a dictionary to find the meaning.</p> <p>List reasons why gangs might do this. Discuss and list what traps gangs may use.</p> <p>Group to discuss what advice could you give Kiran from the story.</p>	<p>of the different gangs.</p> <p>Ask pupils to discuss in pairs which picture or pictures they think best represent a gang and why. Pupils to feedback to class their ideas.</p> <p>Group to give examples of anti-social/illegal behaviour.</p> <p>Criminal Exploitation scenario cards – answer questions, visual word mat.</p>	<p>Gangs are.... game. Pupils to match up the people on the cards with a reason for being part of a gang. Share with class, how and why they matched their cards.</p> <p>Pupils to discuss the similarities and differences between the way the groups have matched the cards.</p>	<p>gangs. List these and match with Gangs are...statements – peer pressure, finance, protection, boredom, excitement, status, family problems and loneliness.</p>
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Creative Art



Oak

Today we had a mindfulness lesson and used our creative skills to promote a positive mindset.

In art, pupils will be learning to develop the ability to represent a three-dimensional world on a two-dimensional surface, by creating a convincing illusion of depth and space.

Pupils will create a three-dimensional piece of artwork on a two-dimensional surface.

Pupils will continue to work on their artwork.

Pupils will continue to work on their artwork.

Pupils will continue to work on their artwork.

PE



in the Boxing Gym building up basic levels of gym fitness. Also, a focus on body positioning and proprioceptive skills. The activities are intended to build emotional resilience and emphasise support of peers.

I can perform movements with increased strength, flexibility, and control.