


Halesbury School
Medium Term Planning

Class:		Willow			Topic:				
Area of Learning		Week 1 Date:	Week 2 Date:	Week 3 Date:	Week 4 Date:	Week 5 Date:	Week 6 Date:	Week 7 Date:	Week 8 Date:
Independent Living	My Independence 	Why Journey Planning Matters Objective: Understand why planning a journey is important Key skills include identifying start and end points and recognising different transport types such as bus, train and tram Activities begin with a discussion about what	Reading Timetables Objective: Understand how to read a basic timetable Key skills include reading times, matching stops to times and understanding direction of travel Activities involve a guided walkthrough of a simplified timetable, followed by	Planning a Simple Journey Objective: Plan a direct journey using a timetable Key skills include choosing the correct transport and calculating departure and arrival times Activities include modelling a journey such as school to a leisure centre, followed by scaffolded student worksheets where they identify start point, departure time and arrival	Using Journey Planning Tools Objective: Use digital tools to plan a journey Key skills include entering locations, interpreting results and comparing options Activities include a demonstration of apps such as Google Maps and Citymapper. Students then plan journeys using devices	Planning a Journey with Changes Objective: Plan a journey that involves transfers Key skills include changing buses or trains, managing time between connections and problem solving Activities include teacher modelling of a journey with a change,	Real-Life Scenario Project Objective: Independently plan and present a journey Key skills include applying previous learning, decision making and explaining choices Activities involve a scenario such as planning a day trip to the cinema, park or	Real-Life Scenario Project Continued	

		<p>could go wrong on a journey, followed by a teacher model of a simple route such as home to school. Students then map their own familiar journey</p> <p>Outcome: Students can explain why planning ahead is important</p> <p>Support includes visual maps, symbol cards and sentence starters such as “Planning helps me because...”</p>	<p>question tasks such as identifying first buses or journey duration. Students then work in pairs to answer similar questions</p> <p>Outcome: Students can extract key information from a timetable</p> <p>Support includes highlighted timetables and colour-coded routes</p>	<p>time. Extension tasks allow comparison of different journey options</p> <p>Outcome: Students can plan a basic one-step journey</p> <p>Support includes writing frames and pre-selected routes</p>	<p>or simulated screenshots and compare different route options</p> <p>Outcome: Students can use a digital journey planner</p> <p>Support includes step-by-step instruction sheets and screenshots</p>	<p>followed by paired work where students plan a journey such as home to a shopping centre requiring one change. A challenge task explores what to do if a connection is missed</p> <p>Outcome: Students can plan a multi-step journey</p> <p>Support includes visual journey sequences and clear explanations of time buffers</p>	<p>shops. Students include route, times and possibly cost, and present their work as a poster, checklist or verbal explanation</p> <p>Outcome: Students demonstrate independent journey planning</p> <p>Assessment focuses on whether students can choose appropriate transport, plan realistic times and explain their decisions</p>		
	Cooking	Theory: How cooking	Make healthy smoothie	Theory: How cooking and eating the right	Make bread rolls	Ready Steady Cook	Make pizza		



**TOPIC:
HEALTHY
EATING**

**supports
mental
wellbeing**

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

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

Skill:

Plan what base and flavours they want their smoothie to have. Prepare fruit and make smoothie independently - model how to use blender but students to use independently where possible

*Skill:
I can make a healthy smoothie*

**foods can help
prevent some
illnesses and
diseases**

Students to research heart disease and obesity and produce fact sheet about their findings.

Fact sheet to include examples of food to eat and not eat and some meal ideas

*Skill:
I can talk about which foods will help prevent diseases such as heart disease and obesity*

Students to make bread rolls (healthier alternative to shop bought ones)

Ingredients to be measured using measuring cups

Skill: I can use measuring cups to measure dry ingredients independently

**Healthy Meal
Focus**

Students to work in small groups to design, prepare and cook a healthy meal from the ingredients provided. Brainstorm ideas if needed

*Skill:
I can prepare a healthy dinner independently*

Make own flatbread (healthy option for pizza base)

Choose and prepare toppings and cook pizza as independently as possible

*Skill:
I can find healthier options for a given recipe ie pizza*

I can discuss how cooking supports mental wellbeing

Week 1:
Introduction to Fiction & Reading Skills Learning Objective Identify features of fiction Understand basic plot (beginning, middle, end)

Activities Introduce fiction vs non-fiction (sorting task) Read a short, accessible story (chunked) Create a story map (visual scaffold) Match key vocabulary to definitions

Communication and Language



Week 2:
Character Learning Objective Describe a character using evidence

Activities Identify main character from text Adjective matching task (word bank provided) "Show not tell" introduction Fill in a character profile sheet

Support Strategies Word banks (e.g. kind, angry, brave) Sentence frames:

Week 3: Setting Learning Objective Describe setting and atmosphere

Activities Identify where and when story is set Sensory task (see/hear/feel) Model descriptive paragraph write own setting description

Support Strategies Sensory word banks Scaffolded paragraph structure

Outcome Short descriptive paragraph

Week 4:
Language & Vocabulary Learning Objective Identify and use descriptive language

Activities Spot adjectives and similes in text Matching activity (simile halves) Build sentences using prompts (games) for vocabulary reinforcement

Support Strategies Highlight key words in text Cloze exercises

Week 5:
Planning a Story Learning Objective Plan a short narrative

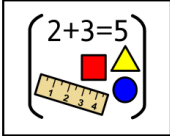
Activities Introduce simple story structure: Beginning (who/where) Middle (problem) End (solution) Use planning template (boxes or storyboard) Model example together

Support Strategies Visual planning grid

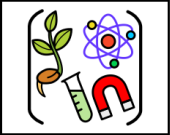
Week 6:
Writing a Story (Assessment) Learning Objective Write a short, structured story

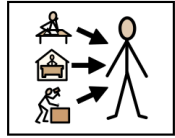
Activities Revisit planning Write story in stages: Lesson 1: Beginning Lesson 2: Middle Lesson 3: Ending + edit Support Strategies Sentence starters Writing frames Adult support/scribbling if needed

Education + Employment

		<p>Support Strategies</p> <p>Use visuals and symbols</p> <p>Pre-teach vocabulary</p> <p>Sentence starters:</p> <p>“The story is about...”</p> <p>“At the beginning...”</p> <p>Outcome</p> <p>Completed story map</p> <p>Verbal or written summary</p>	<p>“The character is ___ because ___”</p> <p>Outcome</p> <p>Character description paragraph</p>		<p>Outcome</p> <p>3–5 descriptive sentences</p>	<p>Teacher/TA guided planning</p> <p>Outcome</p> <p>Completed story plan</p>	<p>Outcome (Assessment)</p> <p>Completed short story</p>		
<p>Number and Problem Solving</p> 	<p>Understanding how time is measured and read</p> <p>Content Covered:</p> <p>Reading analogue clocks (o'clock, half past, quarter past/to)</p>	<p>Using time in calculations and real-life contexts</p> <p>Content Covered:</p> <p>AM/PM and 24-hour time conversion</p> <p>Calculating durations (hours and minutes)</p>	<p>Understanding money and basic calculations</p> <p>Content Covered:</p> <p>Recognising coins and notes</p> <p>Counting and representing amounts</p> <p>Adding and subtracting money</p>	<p>Using money in practical and real-world situations</p> <p>Content Covered:</p> <p>Budgeting and financial planning</p> <p>Multi-step money problems</p>	<p>Integrated real-life problem solving</p> <p>Content Covered:</p> <p>Timetables with associated costs</p> <p>Planning journeys or trips</p>	<p>Catch-up Week</p>	<p>Consolidation, assessment, and reflection</p> <p>Content Covered:</p> <p>Review of all time concepts</p> <p>Review of all money concepts</p> <p>Mixed problem-solving tasks</p>		

		<p>Understanding minutes and counting in 5s</p> <p>Introduction to digital time</p> <p>Awareness of 12-hour vs 24-hour time</p> <p>Skills Developed: Recognising clock features Reading and writing time in words and digits Making connections between analogue and digital formats</p> <p>Differentiation: Support: O'clock, half past, use of visual clocks and guided practice Core: Quarter past/to, 5-</p>	<p>Crossing hour boundaries</p> <p>Solving time-based word problems</p> <p>Skills Developed: Calculating elapsed time</p> <p>Converting between time formats</p> <p>Applying time knowledge to real-life situations</p> <p>Differentiation: Support: Whole-hour calculations, structured support Core: Mixed hour and minute problems Challenge: Multi-step problems,</p>	<p>Comparing and ordering values</p> <p>Skills Developed: Fluency with decimal notation (pounds and pence)</p> <p>Understanding value and equivalence</p> <p>Differentiation: Support: Counting coins, working with whole pounds Core: Adding/subtracting pounds and pence Challenge: Multi-step calculations and reasoning</p> <p>Outcome: Students can accurately work with money in different forms.</p>	<p>Introduction to discounts and percentages</p> <p>Comparing value and best buys</p> <p>Skills Developed: Problem-solving with money</p> <p>Making financial decisions</p> <p>Understanding simple percentage changes</p> <p>Differentiation: Support: Simple budgets and visual supports Core: Two-step problems and basic</p>	<p>Budgeted shopping tasks</p> <p>Event planning with time and cost constraints</p> <p>Skills Developed: Combining multiple mathematical concepts</p> <p>Planning and decision-making</p> <p>Multi-step problem solving</p> <p>Differentiation: Support: Structured templates and guided steps Core: Independent application Challenge: Optimising</p>		<p>Assessment and feedback</p> <p>Skills Developed: Recall and application</p> <p>Identifying errors and improving methods</p> <p>Reflecting on learning</p> <p>Differentiation: Tiered tasks and assessment</p> <p>Additional scaffolding where needed</p> <p>Extension challenges for higher ability</p> <p>Outcome: Students demonstrate understanding</p>	
--	--	--	--	---	--	---	--	--	--

		<p>minute intervals</p> <p>Challenge: Reading time to the minute, explaining reasoning, early 24-hour conversion</p> <p>Outcome: Students can read and represent time with increasing accuracy.</p>	<p>timetable interpretation</p> <p>Outcome: Students can confidently solve problems involving time.</p>		<p>percentage work</p> <p>Challenge: Complex budgeting, combined offers, justification</p> <p>Outcome: Students can apply money skills in realistic contexts.</p>	<p>solutions with constraints</p> <p>Outcome: Students can independently apply time and money skills together.</p>		<p>across all topics and are able to reflect on their progress.</p>	
	<p>Science</p> 	<p>Course work Plan and complete a practical investigation Biology – <i>Investigate the change in temperature when biological mass decays</i></p>	<p>Coursework Write-up practical investigation</p>	<p>Course work Plan and complete a practical investigation Physics – Investigate</p>	<p>Coursework Write-up practical investigation</p>	<p>Course work Plan and complete a practical investigation Chemistry</p>	<p>Coursework Write-up practical investigation</p>	<p>Coursework Write-up practical investigation</p>	
	<p>PfA and Careers</p>	<p>The class will be returning to Forge Mill Farm to work with the various livestock animals and get experience of the different jobs associated with the running of a farm.</p>							



**Community
+
Relationships**



Climate Zones of Earth

Objective:
Understand the main climate zones of Earth

Key ideas:
Tropical, temperate, polar climates

Activities:
Starter on weather vs climate
World map colouring activity
Teacher explanation of zones

Outcome:
Students can identify global climate zones

Tropical Climates

Objective:
Explore characteristics of tropical climates

Key ideas: Hot temperatures, high rainfall, rainforests

Activities:
Climate graph interpretation
Case study of tropical rainforest
Describe daily life in tropics

Outcome:
Students understand features of tropical climates

Desert Climates

Objective:
Understand hot and cold desert climates

Key ideas: Low rainfall, extreme temperatures

Activities:
Identify deserts on a map
Compare hot vs cold deserts
Survival scenario task

Outcome:
Students can describe desert conditions

Temperate Climates

Objective:
Understand temperate climates and seasons

Key ideas: Mild temperatures, seasonal change

Activities:
Link to UK climate
Seasonal comparison task
Climate graph analysis

Outcome:
Students understand temperate climate patterns

Polar Climates

Objective:
Explore polar regions and extreme cold

Key ideas: Low temperatures, ice, long winters

Activities:
Map work on Arctic and Antarctic
Video and discussion
Animal adaptation task

Outcome:
Students can explain polar climate features

Comparing Climates Project

Objective:
Compare different climates of Earth

Key ideas:
Similarities and differences between climates


Activities:
Choose two climates to compare
Create poster or presentation
Explain human impact and lifestyle



Outcome:
Students can compare and evaluate climates

Comparing Climates Project

PSHE
Mrs Ralphs



				Group to discuss what advice could you give Kiran from the story.	Group to give examples of anti-social/illegal behaviour. Criminal Exploitation scenario cards – answer questions, visual word mat.	why they matched their cards. Pupils to discuss the similarities and differences between the way the groups have matched the cards.			
	<p>Art</p>  <p>Willow</p>	<p>Today we had a mindfulness lesson and used our creative skills to promote a positive mindset.</p>	<p>In art, pupils will be to 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.</p>	<p>Pupils will create a three-dimensional piece of artwork on a two-dimensional surface.</p>	<p>Pupils will continue to work on their artwork.</p>	<p>Pupils will continue to work on their artwork.</p>	<p>Pupils will continue to work on their artwork.</p>		

<p>Music</p>  <p>W</p>	<p>Today we had a mindfulness lesson and used our creative skills to promote a positive mindset.</p>	<p>Pupils will work in composition partnerships and will compose for two instruments</p>	<p>Students will work together and think about how the two instruments complement each other and reflect this in their composition.</p>	<p>Students will continue to work on their piece.</p>	<p>Students will continue to work on their piece.</p>	<p>Students will continue to work on their piece.</p>	<p>Students will continue to work on their piece.</p>	<p>Students will continue to work on their piece.</p>	
<p>PE</p> 	<p>The class will be visiting a local swimming school for a series of lessons to boost their fitness and swimming ability.</p>								