
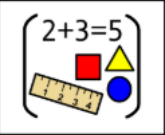

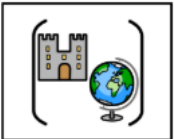
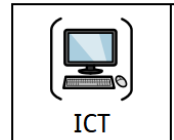




Halesbury Secondary Base MTP Planning 2025-2026


Teacher: T Stolzenburg		Class: Emerald		Term: Summer Term 1		Topic: Splash	
Area of Learning		Week 1: 13/04/26	Week 2: 20/04/26	Week 3: 27/04/26	Week 4: 04/05/26	Week 5: 11/05/26	Week 6: 18/05/26
Education and Employment	Communica tion and Language  	<p><b>L1/L5Phonics /SPAG / Reading Comprehension:</b>                      Group 1: Working on using assisted technology (Cpen / Claro scan pen app) to read and to answer target level comprehension questions to extract information from the text.                      Group 2 &amp; 3: To work on personalised phonic targets.                      Group 4: To work on support for spelling – suffixes: ‘er’ &amp; ‘est’</p> <p><b>Reading L4:</b>                      Pupils will work on developing blending and the ability to read automatically their GPC’s and target words, develop reading fluency as well as comprehension. Two mornings a week the children can select their own books and access them with Cpen’s if needs to develop their love for reading and enabling them to access high level books and help to expand their vocabulary.</p>					
	Fiction – Focus on Description and Speech  L2/3 Monday L6 Friday	<p><b>Comprehension Reading</b></p> <p><b>Focus:</b> sort familiar books into non-fiction / fiction book</p> <p><b>Challenge:</b> Explain what makes them fiction / non-fiction</p>	<p><b>Character Description Writing</b></p> <p><b>Focus:</b> To identify words that describe your character</p> <p><b>Challenge:</b> To use it in an expanded noun phrase.</p>	<p><b>Setting Description Writing</b></p> <p><b>Focus:</b> To identify words that describe your setting</p> <p><b>Challenge:</b> To use it in an expanded noun phrase</p>	<p><b>Wanted Poster Writing</b></p> <p><b>Focus:</b> Form letters in the correct size and orientation, use the correct punctuation and finger spaces</p> <p><b>Challenge:</b> To listen and respond to teachers comments and</p>	<p><b>Creating comic book scripts S&amp;L and Writing</b></p> <p><b>Focus:</b> Explore comic book pictures and identify what you think the characters and saying to each other – Share with a peer</p> <p><b>Challenge:</b> To fill in the speech</p>	<p><b>Witing a Script</b></p> <p><b>Focus:</b> Creating a caption of dialogue between two characters using correct punctuation and how it should be said.</p> <p><b>Challenge:</b> To include how it should be said using more</p>




					make any corrections	bubble of what is being said	complex language.
		<p><b>Comprehension Reading</b></p> <p>What is an adjective? How can we describe things?</p> <p><b>Focus:</b> Identify adjectives in books and create a word bank</p> <p><b>Challenge:</b> Sort words according to physical descriptions and personal qualities</p>	<p><b>Character Description Writing</b></p> <p><b>Focus:</b> To use 'and' to join two or more adjectives create a more detailed description.</p> <p><b>Challenge:</b> To use commas appropriately</p>	<p><b>Setting Description Writing</b></p> <p><b>Focus:</b> To use 'and' to join two or more adjectives create a more detailed description.</p> <p><b>Challenge:</b> To use commas appropriately</p>	<p><b>Comprehension Reading</b></p> <p><b>Focus:</b> Identify speech marks in a text and to read with expression.</p> <p>Look at where it tells you how to read it</p> <p><b>Challenge:</b> Explain to a peer where to find the information of how to read the story and assess each other's ability to read with expression</p>	<p><b>Creating Comic book Scripts S&amp;L / Writing</b></p> <p><b>Focus:</b> To Swop comic books so your peers can read it – explain how they should read it.</p> <p><b>Challenge:</b> Look back in text and see what punctuation is used to demarcate speech.</p> <p>Begin to identify how to use punctuation to demarcate speech and insert it into the correct place on your worksheets.</p>	<p><b>Writing a Script S&amp;L / Reading</b></p> <p><b>Swop work and each child will read another's work</b></p> <p><b>Focus:</b> To read with expression using narration to guide you how to read</p> <p><b>Challenge:</b> To peer assess according to how it was read and written..</p>

<p>Number and Problem Solving</p>  <p>Time + Number</p>	<p>Pupils will be baselined at the start of term to identify retention of knowledge. The pupils will then receive individual targets in time and number and will work through a carousel of activities which will help them to embed their knowledge throughout the term.</p> <p>Stage 1: Sequencing events, name and sequence days of the week, months of the year, seasons  Stage 2: Have an awareness of the concept/ passage of time – minutes, hours  Stage 3: To identify o'clock in a digital format, analogue format, in written words  Stage 3: To identify half past in a digital format, analogue format, in written words  Stage 4: To identify quarter past in a digital format, analogue format, in written words  Stage 4: To identify quarter too in a digital format, analogue format, in written words  Stage 5: To read the time according to 5 minute intervals.</p> <p>We will also explore:  The relationship between units of time  Solve level appropriate word problems</p>					
<p>Science</p>  <p>117360 Changes in State 114810 States of Matter AQA Entry Level</p>	<p><b>Sates of matter</b></p> <p><b>Focus:</b> Identify and sort into solids liquids and gases</p> <p><b>Challenge:</b> Explain how you came to the classification based on how the matter behaves</p>	<p><b>Experiments to melt ice and boil water</b></p> <p><b>Focus:</b> classify changes of state as melting, freezing, boiling or condensing</p> <p><b>Challenge:</b> Name the changes</p>	<p><b>Experiment to condensate water and freeze</b></p> <p><b>Focus:</b> classify changes of state as melting, freezing, boiling or condensing</p> <p><b>Challenge:</b> Name the changes</p>	<p><b>Water cycle</b></p> <p><b>Focus:</b> To describe the states of matter for water as used in weather</p> <p>Water / water vapour etc</p> <p><b>Challenge:</b> To describe the changes of state that occur Evaporation etc</p>	<p><b>Water cycle</b></p> <p><b>Focus:</b> To describe the states of matter for water as used in weather</p> <p>Water / water vapour etc</p> <p><b>Challenge:</b> To describe the changes of state that occur Evaporation etc</p>	<p><b>Extreme weather</b></p> <p><b>Focus:</b> To observe the effects of extreme heat on the weather</p> <p><b>Challenge:</b> Identify what is causing the extreme weather and heatwaves</p>

Community and Relationships	<p>The World Around Us</p>  <p>Geography</p> <p>Explore changes in weather / seasons</p> <p>TS</p>	<p><b>Introduction to seasons</b></p> <p><b>Focus:</b> Name the four seasons and name 1 month found in each season</p> <p><b>Challenge:</b> To name 2 months found in each season</p>	<p><b>Introduction to seasons</b></p> <p><b>Focus:</b> Name the four seasons and name 2 months found in each season</p> <p><b>Challenge:</b> To name 3 months found in each season</p>	<p><b>Changes in seasons</b></p> <p><b>Focus:</b> Identify changes in the different seasons</p> <p><b>Challenge:</b> To identify all months that are found in ... season</p>	<p><b>Changes in seasons</b></p> <p><b>Focus:</b> identify changes in the different seasons</p> <p><b>Challenge:</b> To recall all months that are found in ... season</p>	<p><b>Weather / appropriate clothing</b></p> <p><b>Focus:</b> To name the weather and identify appropriate items of clothing you would need to wear</p> <p><b>Challenge:</b> To explain what would happen if you are not appropriately dressed</p>	<p><b>Weather / appropriate clothing</b></p> <p><b>Focus:</b> To name the weather and identify appropriate items of clothing you would need to wear</p> <p><b>Challenge:</b> To explain what would happen if you are not appropriately dressed</p>	
	<p>ICT</p>  <p>ICT</p> <p>Using Assisted Technology</p> <p>TS</p>	<p>This will be incorporated into every lesson. Targets pupils will be learning how to use assisted technology to support reading, writing, spelling and communication whilst others will be using is to assess work.</p> <p>Pupils will also be learning how to use phones to make and receive calls.</p> <p>PL -ICT -I can use devices by myself or with support such as an ipad/ tablet or Chromebook</p> <p>PL- ICT -I can use technology to achieve a goal</p>						
	<p>PSHE</p> 	<p><b>Healthy Me</b> Personal Safety</p> <p><b>Skill:</b> <i>I can understand "yes/no" choices in</i></p>	<p><b>Healthy Me</b> Personal Safety</p> <p><b>Skill:</b></p>	<p><b>Healthy Me</b> Personal Safety</p> <p><b>Skill:</b> <i>I can follow single-step safety rules.</i></p>	<p><b>Healthy Me</b> Personal Safety</p> <p><b>Skill:</b></p>	<p><b>Healthy Me</b> Personal Safety</p> <p><b>Skill:</b> <i>I can name simple safety rules for</i></p>	<p><b>Healthy Me</b> Personal Safety</p> <p><b>Skill:</b> <i>I can use crossings correctly, avoid</i></p>	

	Mrs Ralphs	<p><i>relation to safe/unsafe scenarios.</i></p> <p>Working together - Play 'Copy Cat cooking game'. Find a partner. Face each other. One makes cooking movement. Model: stirring, spreading, pouring. How can I stay safe at home? Use widget images. Discuss.</p>	<p><i>I can discuss what makes a situation safe/unsafe.</i></p> <p>Ways to stay safe at home.</p> <p>Identify hazards in the home. Kitchen, bathroom, garden. Circle and find hazards, and how to make safe.</p>	<p>Ways to stay safe at home.</p> <p>Circle and find hazards in the kitchen, bathroom and garden.</p> <p>Discuss different scenarios and use widget to show how to stay safe.</p>	<p><i>I can follow a step-by-step safety sequence.</i></p> <p>Identify fire risks using visual images.</p> <p>Cooking scenario – using visuals to answer questions about what to do and how to make safe. Recognise Stop, Drop and Roll.</p>	<p><i>roads, water, and railways.</i></p> <p>To discuss images of dangers outdoors. To recognise what might happen on a bike/scooter/walking by the road. Identify what to when crossing a road and riding a bike or scooter.</p>	<p><i>unsafe areas, and act safely near water/rail.</i></p> <p>To discuss dangers outdoors when by water or a railway. Pupils to choose how they might feel in the different scenarios using emotion images.</p>
Preparing For Adulthood / Independent Living	<p>Cooking</p>  <p><b>TOPIC: HEALTHY EATING</b></p>	<p><b>Introduction to Healthy Eating</b></p> <p>Make healthy eating plate using paper plate and widget symbols</p> <p>Balanced diet - on another plate sort food into protein, carbs, fruit and veg, dairy, fats and oils. Put heading onto plate to describe each category</p> <p><i>Skill:</i></p>	<p><b>Make Smoothie</b></p> <p>Choose preferred fruit and chop with adult support Use smoothie plan to decide on base and flavour</p> <p><i>Skill:</i> <i>I can choose the ingredients I like to make a healthy smoothie</i></p>	<p><b>Make fruit pancakes</b></p> <p>Make pancake mixture and cook with adult support Top with fruit (healthy option)</p> <p><i>Skill:</i> <i>I can demonstrate what a frying pan is used for</i></p>	<p><b>Make healthy lunch - rainbow wraps</b></p> <p>Choose ingredients for wrap and prepare with adult support</p> <p><i>Skill:</i> <i>I can safely use a knife to chop fruit and vegetables with adult support</i></p>	<p><b>Make pasta salad</b></p> <p>Cook pasta with support as needed. Choose protein and vegetables and prepare then add to pasta. Finish with low fat yoghurt</p> <p><i>Skill:</i> <i>I can drain food using a colander with adult support</i></p>	<p><b>Make Pizza</b></p> <p>Make flatbread (healthy option for pizza base) and prepare toppings of choice including low fat cheese</p> <p><i>Skill:</i> <i>I can find healthier options for a given recipe ie pizza</i></p>

		<i>I can identify the main food groups with adult support</i>					
My Independence		<p><b>Different Modes of Transport</b></p> <p><b>Focus:</b> I can show different ways of travelling and name them accurately.</p> <p>Explore modes of transport you have used</p> <p><b>Challenge:</b> I can talk about place I have been and how I have got there</p>	<p><b>Appropriate modes of transport</b></p> <p><b>Focus:</b> We are going on a journey – what transport do we need</p> <p><b>Challenge:</b> Explain why</p>	<p><b>Going on a journey prep</b></p> <p><b>Focus:</b> identify where we are going, how we are getting there and what we need</p> <p><b>Challenge:</b> Identify how this differs based on where we go</p>	<p><b>Catching a bus – observation</b></p> <p>Watch a clip of someone catching a bus</p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Identify key steps to catching a bus.</li> <li>Identify safety rules</li> </ul> <p><b>Challenge:</b> Identify what happens if...</p>	<p><b>Catching a bus</b></p> <p>Trip to Blackheath Café (Link to maths – money).</p> <p><b>Focus:</b> Listen to and follow multistep instructions</p>	<p><b>Feedback and sequencing</b></p> <p>Pupils will look back on their picture journey and sequence pictures and describe what was happening at each step.</p> <p><b>Focus:</b> To sequence pictures and recount what happened</p>
Travelling on a bus							

	(Next half term we will focus on practical every week to develop independence)					
PFA and Careers 	<p>Pupils will be attending Riverside Farm for work-based learning.</p> <p><b>Activities consist of Animal care:</b> Mucking out, feeding, creating enrichment items, grooming and walking animals</p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>To wear appropriate clothing according to weather and activity</li> <li>To follow instructions to...</li> <li>To stay safe in a work environment, to position yourself safely around animals, to feed safely, to behave appropriately around animals, wash hands regularly and wear appropriate PPE.</li> <li><b>Challenge:</b> To understand the importance of this</li> </ul>					
PE 	<p>Pupils will be taking Part in Yoga for the term.</p> <p><b>Focus:</b> To extend gross motor movements and to be able to cross the midline and make bilateral movements.</p> <p><b>Challenge:</b> to follow a sequence of movements with fluidity and in time with the instructor.</p>					
Creative Arts   Emerald	Today we had a mindfulness lesson and used our creative skills to promote a positive mindset.	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	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.

			of depth and space.				
--	--	--	------------------------	--	--	--	--