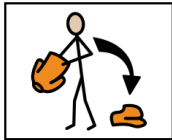



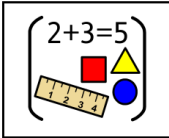




Halesbury School
Post 16 - Medium Term Planning – Summer 1 Term 2 2026


GROUP 1		Post 16		Teacher : CT			Staff : SRL
Area of Learning		Week 1 Date: 13 th April	Week 2 Date: 20 th April	Week 3 Date: 27 th April	Week 4 Date: May 4 th (5 th) 7 th – voting day	Week 5 Date: May 11 th	Week 6 Date: May 18 th
Independent Living	Independent Living Recycling, Managing Waste 	LO 1. Know that there are different types of packaging. 1.1. Identify three or four different packaging materials. 1.2. Identify typical uses of different packaging materials.	LO 2. Know that some materials can be recycled. 2.1. Identify three different items for recycling. 2.2. Identify appropriate bins for recycling.	LO 2. Know that some materials can be recycled. 2.3. Identify an item that would not normally be recycled.	LO 3. Understand that waste can be controlled. 3.1. Identify two or three ways of reducing own wastage.	LO 3. Understand that waste can be controlled. 3.2. Give a reason for reducing waste.	E3 LO 2 Know that some materials can be recycled. 2.3. Identify from a calendar or other source, day(s) for recycling collection.
	Independence in the Community 	LO 1. Know about local shops. 1.1. Identify three different types of shops. 1.2. Identify what items may be purchased in three particular shops.	LO 2. Recognise other places to shop. 2.1. Identify other places to shop. 2.2. Demonstrate finding a particular item.	LO 2. Recognise other places to shop. 2.2. Demonstrate finding a particular item.	LO 3. Know how to plan a shopping trip. 3.1. Identify items to be purchased. 3.2. Identify shops that may stock these items.	Offsite LO 4. Understand the process of making a purchase. 4.1. Purchase items using a supermarket. 4.2. Demonstrate asking for an item. (Practise role plays in the classroom)	Offsite LO 4. Understand the process of making a purchase. 4.2. Demonstrate asking for an item.

<p>Independence in Cooking Topic:</p> <p>Making a simple meal Entry level 2</p> 	<p>Be able to serve a meal</p> <p>Practise laying the table Discuss what utensils are needed when eating at the table Practise serving a meal using cupboard ingredients</p> <p><i>6.1 Identify crockery and cutlery for serving a meal</i></p>	<p>Know basic hygiene rules</p> <p>Make smoothies</p> <p>Recap on hygiene rules - washing hands before lesson and if you cough or sneeze, wiping up spillages</p> <p>Make smoothies - choose base and fruit, prepare with adult support as needed. Model how to use blender, and supervise students when using it.</p> <p><i>1.1 Wash hands before food preparation</i></p> <p><i>1.2 Maintain personal cleanliness</i></p>	<p>Prepare ingredients</p> <p>Make vegetable curry with rice</p> <p>Cook rice and add a variety of vegetables to suit personal preference</p> <p><i>3.1 Prepare 2 different ingredients</i></p>	<p>BANK HOLIDAY</p>	<p>Use a cooker safely</p> <p>Make bread rolls</p> <p>Students to use oven as independently as possible but with adult support as required</p> <p><i>5.1 Use a cooker with help for 2 different purposes (baking)</i></p>	<p>Select ingredients to make a meal</p> <p>Make pizza (including base)</p> <p>Students to choose from a selection of ingredients to make their own pizza.</p> <p>Students to name each ingredient they use</p> <p><i>2.1 Identify ingredients to make a simple meal</i></p>
<p>Communication and Language</p> <p>Reading Focus</p> <p>Criteria per entry level</p> 	<p>E2:</p> <p>LO1 Read and understand texts at word and sentence level</p> <p>1.1 Read and understand common words</p> <p>1.2 Read and understand sentences with more than one clause</p> <p>LO2 Understand that texts can have different purposes</p> <p>2.1 Recognise the different purposes of texts</p>			<p>E2:</p> <p>LO2 Understand that texts can have different purposes</p> <p>2.1 Recognise the different purposes of texts</p> <p>LO3 Read and understand different types of texts</p> <p>3.1 Understand the main points in texts</p>		
<p>E3:</p> <p>LO1 Read different types of texts, and understand that texts can have different purposes</p> <p>1.1 Understand the main events in different texts of more than one paragraph</p> <p>1.2 Recognise the different purposes of texts</p> <p>LO2 Understand the main points and ideas in a text</p> <p>2.3 Find specific information within texts by detailed reading</p>			<p>E3:</p> <p>LO2 Understand the main points and ideas in a text</p> <p>2.1 Recognise the main points and ideas in a text</p> <p>2.2 Work out the meaning of words, at Entry Level 3, from context given</p> <p>2.3 Find specific information within texts by detailed reading</p> <p>LO3 Use organisational and structural features to locate information</p> <p>3.1 Recognise the gist of a text and gain information from title, headings, menus, contents and illustrations</p>			

Education & Employment	Number and Problem Solving Criteria per entry level <u>E2: Understanding and Using Money</u> 	E2: LO1 Be able to make up amounts of money up to £1 in diff't ways using 1p, 2p, 5p, 10p, 20p and 50p coins 1.1 Add together coins to make amounts of money up to £1 LO2 Be able to calculate the cost of more than one item in pence 2.1 Apply the same strategies used with numbers to practical situations using money	E2: LO1 Be able to make up amounts of money up to £1 in diff't ways using 1p, 2p, 5p, 10p, 20p and 50p coins 1.1 Add together coins to make amounts of money up to £1 LO2 Be able to calculate the cost of more than one item in pence 2.1 Apply the same strategies used with numbers to practical situations using money	E2: LO2 Be able to calculate the cost of more than one item in pence 2.2 Calculate the cost in pence of more than one item LO3 Be able to calculate the change from a transaction in pence 3.1 Calculate the change from different transactions in pence	E2: LO3 Be able to calculate the change from a transaction in pence 3.1 Calculate the change from different transactions in pence LO4 Be able to calculate the cost of more than one item in whole pounds 4.1 Calculate the cost in whole pounds of more than one item	E2: LO3 Be able to calculate the change from a transaction in pence 3.1 Calculate the change from different transactions in pence LO4 Be able to calculate the cost of more than one item in whole pounds 4.1 Calculate the cost in whole pounds of more than one item	E2: LO4 Be able to calculate the cost of more than one item in whole pounds 4.1 Calculate the cost in whole pounds of more than one item LO5 Be able to calculate the change from a transaction in whole pounds 5.1 Calculate the change from different transactions in whole pounds
	<u>E3: Money : Adding and Subtracting</u>	E3: LO1 Be able to add and subtract money in decimal notation 1.1 Add up to three amounts of money in decimal notation showing the working out	E3: LO1 Be able to add and subtract money in decimal notation 1.1 Add up to three amounts of money in decimal notation showing the working out 1.2 Add up to three amounts of money in decimal notation using a calculator	E3: LO1 Be able to add and subtract money in decimal notation 1.3 Subtract amounts of money in decimal notation showing the working out	E3: LO1 Be able to add and subtract money in decimal notation 1.3 Subtract amounts of money in decimal notation showing the working out 1.4 Subtract amounts of money in decimal notation using a calculator	E3: LO2 Be able to use money in decimal notation in everyday contexts 2.1 Read and record prices in decimal notation in two practical situations 2.2 Compare prices in decimal notation in two practical situations	E3: 2.3 Calculate using money in pounds and pence in at least two different practical situations 2.4 Use appropriate methods to check answers

<p>PfA and Careers</p> 	<p>Riverside</p>	<p>The theme is Sunshine The proposed activities and group rotations are as follows:</p>					
		<p>1 Sun printing / sunflowers with Claire 2 Solar dying / Fabric Art with Jo 3 Land Work with Anna</p>	<p>2 Sun printing / sunflowers with Claire 3 Solar dying / Fabric Art with Jo 1 Land Work with Anna</p>	<p>3 Sun printing / sunflowers with Claire 1 Solar dying / Fabric Art with Jo 2 Land Work with Anna</p>	<p>1 Sun printing / sunflowers with Claire 2 Solar dying / Fabric Art with Jo 3 Land Work with Anna</p>	<p>2 Sun printing / sunflowers with Claire 3 Solar dying / Fabric Art with Jo 1 Land Work with Anna</p>	<p>3 Sun printing / sunflowers with Claire 1 Solar dying / Fabric Art with Jo 2 Land Work with Anna</p>
		<p>At Ashfield the groups will work as teams on different tasks that need attending to each week. Pupils will be working towards personalised targets relating to their EHCP'S, speech and language and AQA targets. AQA These are the subjects the students are working towards until the end of the summer term;</p> <ul style="list-style-type: none"> • Introduction to woodland maintenance (78658 LV E) • Sustainable gardening (115224 LV1) • Use of garden tools (CE4868 LV E) • Recognising & Using gardening tools (LE5555 LV E) • Outdoor education (unit 4): Introduction to garden maintenance (111261 LV1) 					
<p>Ashfield Gardens</p>	<p>At Ashfield the groups will work as teams on different tasks that need attending to each week. Pupils will be working towards personalised targets relating to their EHCP'S, speech and language and AQA targets. AQA These are the subjects the students are working towards until the end of the summer term;</p> <ul style="list-style-type: none"> • Introduction to woodland maintenance (78658 LV E) • Sustainable gardening (115224 LV1) • Use of garden tools (CE4868 LV E) • Recognising & Using gardening tools (LE5555 LV E) • Outdoor education (unit 4): Introduction to garden maintenance (111261 LV1) 						
	<p>Tidy woodland /Pinecone collecting: Fine & Gross motor skills, co-ordination, teamwork, safety considerations.</p>	<p>Sow seeds and Re-potting/Weeding: Fine motor skills, co-ordination, teamwork, transplanting, plant care.</p>	<p>Seed bombs: Fine motor skills, teamwork, measuring amounts, following instructions, creativity, sustainability</p>	<p>School closed to pupils for Voting</p>	<p>Mosaic tiles;; Fine motor skills, co-ordination, creativity, designing</p>	<p>Pinecone craft: Fine motor skills, design, tool safety, sustainability</p>	
<p>Year 13</p>	<p>Prep: -what is college? -where are we going? -order of the day -social and communication team games -personal artwork.</p>	<p>Visit Cradley Heath Skills Centre</p>	<p>Visit Dudley College</p>	<p>Reflect of college visits; any questions? Any follow up? -Art 1: - About Me: Name: expressing personal preferences; colour, pattern, shapes, textures.</p>	<p>-Art 2: - About Me: Half portrait collage - take photos of faces - begin researching images to print. Print</p>	<p>-Art 3: - About Me: Half portrait collage - draw outline of second half of head. - placing then glue images on and drawing sections.</p>	

	Discover U	Year 12 and 14 go to Discover U - crafts					
Community and Relationships	<p>PSHE Topic: Understanding Well-being</p> 	<p>LO Know how to stay safe at home.</p> <p>1.1 Identify potential risks to the home.</p> <p>1.2 Identify two ways of protecting the home</p> <p>Group discussion of potential risks to the home. List these.</p> <p>Group to choose 2 risks to the home and identify ways of protecting the home. Discuss how would you report this if needed, e.g. internet server, bank, gas company.</p>	<p>LO Know how to stay safe from other's behaviour.</p> <p>2.1 Identify situations that pose a risk to self.</p> <p>2.2 Identify possible strategies to prevent these situations.</p> <p>Class discussion of when you may feel unsafe. List these and complete how you would make these situations safe. Visuals where needed.</p>	<p>LO Know how to stay safe from other's behaviour.</p> <p>2.2 Identify possible strategies to prevent these situations.</p> <p>2.3 Identify a strategy for dealing with such a situation.</p> <p>Group to discuss different scenarios and what strategies they need to follow if something happens.</p>	BANK HOLIDAY	<p>LO Know basic emergency aid techniques.</p> <p>3.1 Identify an emergency situation and describe what needs to be done.</p> <p>3.2 Identify emergency contacts.</p> <p>3.3 Simulate the making of a 999 call.</p> <p>Discuss what emergency situations may be. List some emergency situations that require immediate help and discuss why.</p> <p>Group to list emergency contacts and identify what number to ring in an emergency, including coastal area, 999 and 112.</p> <p>Listen to an emergency call scenario.</p>	<p>LO Know familiar health and safety signs.</p> <p>4.1 Identify two health and safety signs.</p> <p>Group visual discussion of different health and safety signs. Group to identify and label emergency exit signs and blue signs (require an action).</p>

						Role play making an emergency call. Class to list what to do and read from during roleplay.	
	<p>PE</p> 	<p>Yoga and Gym</p> <p>To move in different ways to music</p> <p>To develop balance and stability</p>	<p>Yoga and Gym</p> <p>To move in different ways to music</p> <p>To develop balance and stability</p>	<p>Yoga and Gym</p> <p>To use music in different ways to support my exercise within the class.</p> <p>To be able to learn core yoga poses such as downward dog, the warrior pose, the tree pose</p>	<p>Yoga and Gym</p> <p>To use music in different ways to support my exercise within the class.</p> <p>To learn core yoga poses such as Childs pose, cobra pose, cat-cow pose and corpse pose</p>	<p>Yoga and Gym</p> <p>To show an adult different way you move music</p> <p>To develop smoother transitions between movements by imitating moves.</p>	<p>Yoga and Gym</p> <p>To show an adult different way you move music</p> <p>To develop smoother transitions between movements by imitating moves.</p>