
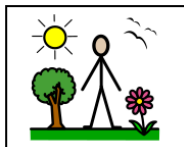


Halesbury School

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

GROUP 2		Post 16		Teacher : LL			Staff : CC CL MS
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 LO1: Know that there are different types of packaging. Criteria: 1.1. Identify two different packaging materials. Introduce and name packaging; establish knowledge.	LO2: Know that some materials can be recycled. *talk about what recycling is with images or video. Criteria: 2.1. Identify two different items for recycling. 2.2. Identify appropriate bins for recycling. Link nouns to items then items to recycling bin.	LO2: Know that some materials can be recycled. Criteria: 2.1. Identify two different items for recycling. 2.2. Identify appropriate bins for recycling. Collect items from around school to recycle. Link nouns to items then items to recycling bin.	No lesson	LO: Addressing Community targets	LO: Addressing Community targets
			LO 3. Understand that waste can be controlled. Criteria: 3.1. Suggest a way of reducing own wastage. *highlight throughout LO1 & 2 that recycling is an option instead of rubbish bins; name RECYCLING				
	Independence in the Community	Household Shopping LO1: Know about local shops. Criteria: 1.1. Identify two different types of shops.	LO:1 LO2: Know how to plan a shopping trip. Criteria: 2.1. Identify items to be purchased. 2.2. Identify a shop that may sell these items.	LO:1 LO2: Know how to plan a shopping trip. Criteria: 2.1. Identify items to be purchased. 2.2. Identify a shop that may sell these	No lesson	Offsite LO3: Criteria: 3.1. Participate in a shopping trip to the supermarket. 3.2. Find and select an item from the list.	Offsite LO3: With reflection based on last week: Criteria: 3.1. Participate in a shopping trip to the supermarket.



*Using images and symbols activity to list items needed to be purchased.
 *Link appropriate shops to items (could be for personal care/ a gift/snack).

items with increased independence
 LO3: Understand the process of making a purchase.
 Criteria:
 Role play buying items
 3.3. Identify a person within the shop who may be able to assist in finding items.

*(Summer 2:
 3.4. Follow procedure for payment.
 3.5. Secure goods and any change.)

3.2. Find and select an item from the list.

Independence in Cooking

Topic:

Making a simple meal
 Entry level 1



Be able to serve a meal

Practise laying the table
 Discuss what utensils are needed when eating at the table
 Practise serving a meal using cupboard ingredients

6.1 Assist in serving a meal

Know basic hygiene rules

Make smoothies

Recap on hygiene rules - washing hands before lesson, if you cough or sneeze, wiping up spillages

Make smoothies - choose base and fruit and prepare with adult support as needed.
 Model how to use blender and supervise students when using it.

Prepare ingredients

Make savoury rice

Cook rice and add a variety of vegetables.
 Vegetables to be chopped safely with instructions given for each one

3.1 Follow instructions to prepare an ingredient

BANK HOLIDAY

Use a cooker safely

Make bread rolls

Students to use oven as independently as possible but with adult support if required


5.1 Follow instructions to use a cooker for a defined purpose

Select ingredients to make a meal

Make pizza - base provided

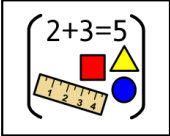
Students to choose from a selection of ingredients to make their own pizza. Some ingredients will be inappropriate for pizza ie fruit, crisps etc


Students to name ingredient (use communication device if needed)


			1.1 Wash hands before food preparation				2.1 Participate in an activity to identify ingredients
	Communication and Language Criteria per entry level	<p>Pre entry</p> <p>Reading Letters</p> <p>LO1 Recognise individual letters of the alphabet</p> <p>Criteria</p> <p>1.1 Recognise uppercase letters of the alphabet</p> <p>1.2 Recognise lowercase letters of the alphabet</p> <p>Reading Words</p> <p>LO1 Read simple social sight words and signs</p> <p>Criteria</p> <p>1.1 Read social sight words and signs</p> <p>LO2 Read basic words on familiar topics</p> <p>2.1 Read words, signs or symbols linked to their everyday vocabulary</p>		<p>E1 – Reading</p> <p>LO1 Read and understand texts</p> <p>Criteria</p> <p>1.1 Read and understand familiar simple words</p> <p>1.2 Understand a short text with a familiar topic or context</p> <p>LO2 Recognise the main points of a text</p> <p>2.1 Identify the main points in a short text on a familiar topic</p> <p>LO3 Recognise features of a text to find out information</p> <p>3.1 Recognise words, signs or symbols associated with a familiar topic</p>		<p>E2– Reading</p> <p>LO1 Read and understand texts at word and sentence level</p> <p>Criteria</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>LO3 Read and understand different types of texts</p> <p>3.1 Understand the main points in texts</p> <p>3.2 Read and understand linking words and adverbials in instructions and directions</p> <p>3.3 Use illustrations, images and captions to locate information</p>	
Education & Employment	<p>Communication and Language</p> 	<p>ASSESSMENT WEEK</p> <p>Writing: Pre – Entry 2</p> <p>Shape and Measure: Pre- Entry 2</p>	<p>Pre</p> <p>Letter Recognition;</p> <p>1.1 Introduce uppercase and lowercase letters- Use flashcards for letter matching- Letter tracing activities</p> <p>E1</p> <p>Word Recognition 1.1</p> <p>- Introduce simple familiar words (e.g. food, family) - Flashcard matching - Picture-word matching activities</p> <p>E2</p>	<p>Letter Recognition 1.1 (Continued)</p> <p>- Letter identification games (e.g. "I Spy" with letters)- Letter sorting activities (uppercase vs lowercase)</p> <p>Word Recognition (Reinforcement) 1.1</p> <p>- Repetition of key words - Memory games - Sorting words into categories</p>	<p>Sight Word Recognition 1.1</p> <p>- Introduce a set of basic sight words (e.g. stop, exit, please, welcome)- Word flashcards- Read simple signs around the classroom</p> <p>Reading Simple Sentences 1.2</p> <p>- Read simple captions and sentences - Match sentences to pictures – teacher then student -led reading of short texts</p>	<p>Contextual Reading 2.1</p> <p>Introduce everyday vocabulary words (e.g. food, family, school)- Label objects around the room with simple words- Practice reading these labels</p> <p>MB – photos to symbols</p> <p>Understanding Short Texts 1.2</p> <p>- Read short paragraphs about a topic or daily routines - Answer simple questions (who/what) - Sequencing activities</p>	<p>Reading in Context 2.1</p> <p>- Reading exercises with real-life context (e.g. grocery store signs, classroom labels)- Interactive reading of familiar topics like daily routines or favourite activities, colours</p> <p>Main Idea Introduction 2.1-</p> <p>Identify key words in a text - Highlight important information - Discuss</p>


		<p>Core Word Recognition 1.1 - Introduce high-frequency words using symbols/pictures - Flashcards with visuals - Matching words to objects</p>	<p>Reinforcing Word Recognition 1.1 - Repetition games (bingo, memory) - Sensory activities (tracing, magnetic letters) - Use of communication aids (PECS/symbols)</p>	<p>Simple Sentence Reading 1.2 - Build simple sentences with visuals - Colour-coded sentence strips - Match sentences to pictures</p>	<p>Developing Sentence Understanding 1.2- Introduce “and”, “because” using visuals - Act out sentences – practical and active (sequencing) activities</p>	<p>what the text is about</p> <p>2.1 Recognise the different purposes of texts Text Purpose (Introduction) - Explore labels, signs, instructions - Sort texts by purpose (e.g. story vs sign) - Real-life examples</p>
<p>Number and Problem Solving Criteria per entry level</p>	<p>Pre entry - Pre – Introduction to Addition and Subtraction (LO 1, LO 5 and 6)</p> <p>LO1 Count to 10 Criteria 1.1 Count forwards from 1 to 10 in order 1.2 Count onwards from any number up to 10 1.3 Count items up to 10, recognising that if they are rearranged there are still the same number of items</p> <p>LO5 Know the names and value of coins involving the numbers from 1 to 10 Criteria: 5.1 Identify 1p, 2p, 5p and 10p coins 5.2 Identify £1 and £2 coins 5.3 Identify £5 and £10 notes</p> <p>LO6 Select notes and coins involving the numbers from 1 to 10 Criteria:</p>	<p>EL1 - Money and Time</p> <p>MONEY LO1 Know the names and values of coins and notes involving the whole numbers from 1 to 20 Criteria 1.1 Identify 1p, 2p, 5p 10p and 20p coins 1.2 Identify £1 and £2 coins 1.3 Identify £5, £10 and £20 notes 1.4 Identify the symbols ‘p’ and ‘£’ in an everyday situation LO2 Be able to select coins and notes involving the whole numbers from 1 to 20 2.1 Choose coins which total up to 20p in different ways 2.2 Choose £1 and £2 coins and £5, £10 and £20 notes to total up to £20 in different ways TIME LO3 Know the different parts of the day 3.1 Use vocabulary related to the time of day, e.g. midday, morning, afternoon LO4 Be able to recognise time in o’clock times 4.1 Tell the time in o’clock times</p>	<p>EL2 – Understanding & Using Money</p> <p>LO1 Be able to make up amounts of money up to £1 in different ways using 1p, 2p, 5p, 10p, 20p and 50p coins Criteria 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 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 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</p>			

		<p>6.1 Choose coins which total 10p in different ways</p> <p>6.2 Choose £1 and £2 coins and £5 notes which total £10 in different ways</p>	<p>4.2 Relate the o'clock times of familiar events to parts of the day</p> <p>LO5 Know the days of the week and their order</p> <p>5.1 State the days of the week</p> <p>5.2 Order the days of the week</p> <p>LO6 Know the seasons of the year and their order</p> <p>6.1 State the seasons of the year</p> <p>6.2 Order the seasons of the year</p> <p>6.3 Relate familiar events to the seasons of the year</p>	<p>5.1 Calculate the change from different transactions in whole pounds</p> <p style="text-align: center;">Understanding Time</p> <p>LO1 Be able to read and record time in common date formats</p> <p>Criteria</p> <p>1.1 State the months of the year in words</p> <p>1.2 State the months of the year in abbreviated forms</p> <p>1.3 Match the month of the year to its numerical position</p> <p>1.4 Read dates in different formats</p> <p>1.5 Write dates in different formats</p> <p>LO2 Be able to read time displayed on analogue clocks</p> <p>2.1 Read time displayed on different analogue clock faces in hours</p> <p>2.2 Read time displayed on different analogue clock faces in half-hours</p> <p>2.3 Read time displayed on different analogue clock faces in quarter-hours</p> <p>LO3 Be able to read time displayed on 12-hour digital clocks</p> <p>3.1 Read time displayed on 12-hour digital clocks in hours, half-hours and quarter-hours</p> <p>LO4 Be able to read time displayed on 24-hour digital clocks</p> <p>4.1 Read time displayed on 24-hour digital clocks in hours, half-hours and quarter-hours</p> <p>LO5 Know the structure of days and years</p> <p>5.1 State how many hours are in a day</p> <p>5.2 State the number of weeks in a calendar year</p>
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	<p style="text-align: center;">Number and Problem Solving</p> 	<p>ASSESSMENT WEEK</p> <p>Writing: Pre – Entry 2</p> <p>Shape and Measure: Pre- Entry 2</p>	<p style="text-align: center;">MONEY</p> <p style="text-align: center;">ADDITION: LO 1 & 2</p> <p>Pre- Entry</p> <p>LO 5 Know the names and value of coins and value of coins involving the numbers from 1 to 10</p> <p>*suitable coins, images and play items to experience money</p> <p>E1</p> <p>Recognising Coins1.1- Explore real coins (sensory handling) - Match coins to pictures and values - Coin sorting activities - Use enlarged visuals and colour coding</p> <p>E2</p> <p>Recognising coins 1.1 (1p–50p) • Making small amounts • Making the same amount in different ways • Role-play shop: paying exact amounts • Matching cards: amount ↔ coin combinations</p>	<p>Criteria:</p> <p>5.1 Identify 1p, 2p, 5p and 10p coins</p> <p>5.2 Identify £1 and £2 coins</p> <p>5.3 Identify £5 and £10 notes</p> <p>LO1: Count to 10</p> <p>Criteria:</p> <p>1.1 Count forwards from 1 to 10 in order</p> <p>*songs, rhymes, touch practical items, games.</p> <p>Coins & Symbols 1.2- Introduce £1 and £2 coins using real objects - Identify ‘p’ and ‘£’ in price labels - Matching games (coin to symbol) - Simple role play (shop activity)</p> <p>2.1 – number to money 2.2 add in pence</p> <ul style="list-style-type: none"> • Adding two or more prices in pence • Using number lines or counting-on • Understanding total cost 	<p>Money focus.</p> <p>Criteria:</p> <p>5.1 Identify 1p, 2p, 5p and 10p coins</p> <p>5.2 Identify £1 and £2 coins</p> <p>5.3 Identify £5 and £10 notes</p> <p>Recognising Notes1.3- Explore real or replica notes - Match notes to values - Compare coins vs notes - Use visual prompts and repetition</p> <p>3.1 Calculate change in pence</p> <p>Understanding “cost vs money given” • Counting up to find change • Using coins to model change</p>	<p>LO2 :Order digits 1 to 10</p> <p>Criteria:</p> <p>2.1 Arrange digits in order of size 1 to 10</p> <p>*use real life items to correspond to practical resources</p> <p>Making Amounts (Coins)2.1</p> <ul style="list-style-type: none"> - Build amounts using coins (e.g. 10p + 10p) - Use number lines and counting supports - Practical shop role play (buy items up to 20p) - Adult-supported tasks <p>4.1 Add whole pound prices</p> <ul style="list-style-type: none"> • Recognising whole pound amounts • Adding £1, £2, £3 etc. • Finding total cost of multiple items 	<p>LO2 :Order digits 1 to 10</p> <p>Criteria:</p> <p>2.1 Arrange digits in order of size 1 to 10</p> <p>2.2 Identify when a number is lower or higher than another, using numbers up to 10</p> <p>*use real life items to correspond to practical resources</p> <p>Making Amounts (Notes & Coins) 2.2- Combine coins and notes to make totals - Real-life scenarios (paying for items) - Matching tasks (amount to money) - End-of-unit practical assessment</p> <p>5.1 Calculate change from whole pound transactions</p> <ul style="list-style-type: none"> • Subtracting whole pound amounts • Counting up to find change • Completing full transactions independently
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<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</p> <p>2 Solar dying / Fabric Art with Jo</p> <p>3 Land Work with Anna</p>	<p>2 Sun printing / sunflowers with Claire</p> <p>3 Solar dying / Fabric Art with Jo</p> <p>1 Land Work with Anna</p>	<p>3 Sun printing / sunflowers with Claire</p> <p>1 Solar dying / Fabric Art with Jo</p> <p>2 Land Work with Anna</p>	<p>1 Sun printing / sunflowers with Claire</p> <p>2 Solar dying / Fabric Art with Jo</p> <p>3 Land Work with Anna</p>	<p>2 Sun printing / sunflowers with Claire</p> <p>3 Solar dying / Fabric Art with Jo</p> <p>1 Land Work with Anna</p>	<p>3 Sun printing / sunflowers with Claire</p> <p>1 Solar dying / Fabric Art with Jo</p> <p>2 Land Work with Anna</p>
	<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.</p> <p>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>Year 13</p>	<p>Tidy woodland/Pinecone collecting; Fine & Gross motor skills, co-ordination, teamwork, safety considerations.</p>	<p>Sow seeds & 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>General weeding/maintenance; Gross motor skills, teamwork, safety considerations, plant care,</p>	<p>Mosaic tiles; Fine motor skills, co-ordination, creativity, designing</p>	<p>Pinecone craft; Fine motor skills, design, tool safety, sustainability</p>	

		<p>Prep:</p> <ul style="list-style-type: none"> -what is college? -where are we going? -order of the day -social and communication team games -personal artwork. 	Visit Cradley Heath Skills Centre	Visit Dudley College	<p>Reflect of college visits; any questions? Any follow up?</p> <p>-Art 1:</p> <ul style="list-style-type: none"> - About Me: Name: expressing personal preferences; colour, pattern, shapes, textures. 	<p>-Art 2:</p> <ul style="list-style-type: none"> - About Me: Half portrait collage - take photos of faces - begin researching images to print. Print 	<p>-Art 3:</p> <ul style="list-style-type: none"> - About Me: Half portrait collage - draw outline of second half of head. - placing then glue images on and drawing sections.
	Discover U	Year 12 and 14 go to Discover U - crafts					
Community and Relationships	<p>PSHE Topic: Personal Safety</p> 	<p>LO Know how to stay safe at home.</p> <p>1.1 Identify a way of protecting the home.</p> <p>Class discussion using visual images of ways to protect the home.</p> <p>Group to recognise and identify 4 images of how to keep your home safe.</p>	<p>LO Know how to stay safe at home.</p> <p>1.1 Identify a way of protecting the home.</p> <p>Group to identify hazards in the home and how to avoid them using visual images.</p>	<p>LO Know how to stay safe from other's behaviour.</p> <p>2.1 Identify situations that feel unsafe.</p> <p>Using visual images discuss when you can feel unsafe.</p> <p>Sort images into safe and unsafe situations and how stay safe.</p>	<p>LO Know basic emergency aid techniques.</p> <p>3.1 Identify an emergency situation.</p> <p>Discuss images of emergency situations at beach, home, street, online, park.</p> <p>Recognise what is unsafe and using widget show how to be safe.</p>	<p>LO Know basic emergency aid techniques.</p> <p>3.1 Identify emergency contacts.</p> <p>Class discussion of emergency contacts and who they are.</p> <p>Discuss and identify the emergency services number 999.</p> <p>To recognise who can provide help in an emergency situation at beach, home and street.</p>	<p>LO Know familiar health and safety signs.</p> <p>4.1 Identify one health and safety sign.</p> <p>To discuss widget images of health and safety signs.</p> <p>To identify emergency exits and signs that require an action.</p>

	<p style="text-align: center;">PE</p> 	<p style="text-align: center;">Yoga and Gym</p> <p>To move in different ways to music</p> <p>To develop balance and stability</p>	<p style="text-align: center;">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 style="text-align: center;">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 style="text-align: center;">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 style="text-align: center;">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 style="text-align: center;">Yoga and Gym</p> <p>To move in different ways to music</p> <p>To develop balance and stability</p>
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