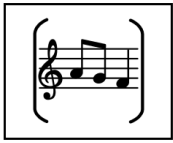


Halesbury School								
Medium Term Planning –Summer Term 2 - 2025 - 26								
Class:		Badger Class			Topic:		Pirates	
Area of Learning		Week 1 WB: 1.6.26	Week 2 WB: 8.6.26	Week 3 WB: 15.6.26	Week 4 WB: 22.6.26	Week 5 WB: 29.6.26	Week 6 WB: 6.7.26	Week 7 WB: 13.7.26
		3 DAY WEEK						3 DAY WEEK
Independent Living	My Independence 	Topic : Shopping Intent: Types of shops						
			Sometimes we go to other types of shops that just sell certain types of things – what shops are there? Names of different types of shops. Match the description to the shop name.	Walk to Shell Corner. What shops can we see? What happens in each shop?	Different types of shops – Sorting items for things you might see in different shops.	Shopping – link to maths curriculum. Sorting items for different shelves in shop and role play shopping.		
	Cooking 	Topic: Bread Intent: Kneading						
			Cheese dough balls	Bread rolls	Bread sticks	2 ingredient bagels	Pizza dough	
			I can mix 2 or more ingredients together independently I can remember to wash my hands before handling food without a prompt I can tell you that when food comes out of the oven it is too hot to eat I can wash up my dirty cooking equipment with adult support					
		Education + Employment	Communication and Language	Fables				
Makaton Sign of the week...								
Makaton Wind and Sun	Makaton Lion, Mouse, scared, calm			Hare, tortoise, fast, slow	Boy, wolf, mountain, sheep, lies	Crow, bucket, fill, water, stone	Fox, crow, apples, tree	Dog, bone, same

Health + Wellbeing		I can ask questions about things that are special to me and to other people. I can talk about my own experiences and compare them with those of others.			
	PSHE 	Topic: Health Intent: Understand what it means to be healthy—covering physical health, mental wellbeing, and healthy habits.			
		Keeping healthy – the importance of exercise	Keeping healthy – keeping clean	Healthy Eating	Keeping healthy – managing emotions
		I can understand why exercise is important for health. I know different types of physical activity.	I can begin to understand the importance of keeping clean for health. I can begin to explain the reasons behind personal hygiene practices.	I can begin to identify healthy/unhealthy foods.	I know basic ways to stay calm and happy (breathing, talking to trusted adults).
	Music 	Topic: Instruments and Actions Intent: Following instructions			
External provider – DPA Ms Estelle will teach the children music through interactive and engaging activities. They will learn to play the recorder.					
I can begin to listen with concentration to a range of music I can listen to and compare different pieces of music, identifying tempo, dynamics, and mood. I can identify instruments and describe how music makes them feel. I can play in time with a steady beat. I can copy and create simple rhythm patterns. I can understand and show basic pulse (steady beat) and rhythm (long/short).					
I.T 		Topic: Multimedia Intent: How to use different types of media, pictures, sounds, and videos—to share ideas and tell stories			
	I can use simple programs or apps to create simple digital content, like a photo collage or sound recording. I can combine text, images, and sounds effectively for a purpose. I can save and retrieve work more confidently.				

		Using 2 animate – create a simple animation using the ‘onion’ strategy so the picture flows from one page to the next.	Using 2 animate create a simple animation – first adding a background image that appears on every page.	Using 2 animate create a simple animation, with a continual background, then adding sound from the sound bank.	Using 2 animate create a simple animation, with a continual background, then adding sound from the sound bank and adding own sounds that have been recorded.	Using 2 animate Making an animation by taking photos of small world characters – moving them slightly each time. Add to animation and play.	Based on Morph video. Make 2 playdough/ Modelling clay creatures and create an interaction with them. Take a photo at each stage and add to animation.	Build on last week’s animation by adding sound to the previously created work. Present to the class.
	Topic: Stephen Wiltshire Intent: Explore the life and artwork of Stephen Wiltshire.							
	Art 	I can use different pencils, pens, and tools to make marks. I can draw lines, shapes, and patterns to show my ideas. I can add detail and begin to show proportion in my drawings. I can draw from what I see, imagine, or remember. I can use shading and texture to make my drawings more interesting.						
		Who is Stephen Wiltshire? (ppt) https://www.youtube.com/watch?v=FyPqQIHkasI He draws in pencil and goes over in black pen. How to draw the empire state building for kids https://www.youtube.com/watch?v=-	Who is Stephen Wiltshire recap https://www.youtube.com/watch?v=l1OTMTc660 How to draw the Eiffel tower. Produce step by step image of the tower. https://www.youtube.com/watch?v=l2Int0q4uxY	Stephen Wiltshire draws Mexico city https://www.youtube.com/watch?v=FQbl2MvJegA How to draw Big Ben Produce step by step image of the building https://www.youtube.com/watch?v=hkPWrtYOKaQ	Stephen Wiltshire draws Istanbul https://www.youtube.com/watch?v=xZISZtsojOs How to draw a light house Produce a step by step image of the building https://www.youtube.com/watch?v=kj	Stephen Wiltshire draws Singapore https://www.youtube.com/watch?v=-73DQ1hLsDY How to draw the White House Produce a step	Drawing in the style of Stephen Wiltshire – tutorial https://www.youtube.com/watch?v=Ggawzbi4F9I Produce a city scape in the style to use in next week’s	Putting all of the drawings they have made together on a long piece of paper in the style of Stephen Wiltshire to make a panoramic view of their own city.

		Movement control and sequencing – create a dance to perform. Listening and instruction following.
		I can experiment with different speeds, directions, and levels. I can responding to music by moving to the beat. I am starting to express ideas/concepts through dance (e.g., representing animals, weather)
Curriculum Enhancement	Forest school	Forest school sessions will be on a Monday from 9.30 – 10.30am. Children will need to come to school in forest school clothes and bring a change of clothing. Focus will be on speaking and listening and social interactions linking our English and PSHE curriculums.
Zones of Regulation	My Body	Using the zone boards to move photos of ourselves to express how we are feeling. In the moment activities - talking about how we can manage that emotion and what we can do if it is an uncomfortable emotions.