


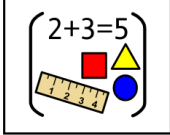








Halesbury School
Medium Term Planning

| Class: | | Jaguar | | | Topic: Journeys | | | | |
|-------------------------------|---|--|--|--|---|---|---|--|--|
| Area of Learning | | Week 1 Date: 01.06.26 | Week 2 Date: 08.06.26 | Week 3 Date: 15.06.26 | Week 4 Date: 22.06.26 | Week 5 Date: 29.06.26 | Week 6 Date: 06.07.26 | Week 7 Date: 13.07.26 | |
| Independent Living | My Independence  | Completed shopping – to incorporate independent skill sin cooking/PSHE and swimming lessons. | Completed shopping – to incorporate independent skill sin cooking/PSHE and swimming lessons. | Completed shopping – to incorporate independent skill sin cooking/PSHE and swimming lessons. | Completed shopping – to incorporate independent skill sin cooking/PSHE and swimming lessons. | Completed shopping – to incorporate independent skill sin cooking/PSHE and swimming lessons. | Completed shopping – to incorporate independent skill sin cooking/PSHE and swimming lessons. | Completed shopping – to incorporate independent skill sin cooking/PSHE and swimming lessons. | |
| | Cooking  | Healthy eating Oaty apple and orange squares <i>Can identify healthy foods that we could use to make a sweet treat.</i> | Healthy eating Brilliant bread <i>I can use equipment to measure out ingredients.</i> | Healthy eating Pizza toast <i>I can identify ingredients in a pizza.</i> | Healthy eating Rock cakes <i>I can use an oven with care, under adult supervision.</i> | Healthy eating Sweet pancakes <i>I can use equipment to measure out ingredients.</i> | Healthy eating Raisin and banana cookies <i>I can use an oven with care, under adult supervision</i> | Healthy eating Party day | |
| Education + Employment | Communication and Language | Fables All pupils to work at their | Fables | Fables All pupils to work at their | Fables All pupils to work at their | Fables All pupils to work at their | Fables All pupils to work at their | Fables All pupils to work at their | |

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| |  | individual EFL targets. | All pupils to work at their individual EFL targets. | individual EFL targets. | individual EFL targets. | individual EFL targets. | individual EFL targets. | individual EFL targets. | |
| | Number and Problem Solving  | Time and money All pupils to work at their individual EFL targets. | MDF/number All pupils to work at their individual EFL targets. | MDF/number All pupils to work at their individual EFL targets. | AS All pupils to work at their individual EFL targets. | AS All pupils to work at their individual EFL targets. | SPD All pupils to work at their individual EFL targets. | SPD All pupils to work at their individual EFL targets. | |
| | Science  | Materials Exploring everyday materials. | Materials Describing materials | Materials Waterproof materials | Materials Strong or weak materials | Materials Changing materials | Materials Choosing the best material | Materials Investigation and review | |
| Community + Relationships | World Around Us  | RE What is Judaism? | RE The Torah <i>I can identify and explain how people put their beliefs into practice through actions, rituals, festivals, and ways of living.</i> | RE Shabbat <i>I can identify and explain how people put their beliefs into practice through actions, rituals, festivals, and ways of living.</i> | RE The synagogue <i>I can identify and explain how people put their beliefs into practice through actions, rituals, festivals, and ways of living.</i> | RE Hanukah <i>I can identify and explain how people put their beliefs into practice through actions, rituals, festivals, and ways of living.</i> | RE Food and traditions <i>I can identify and explain how people put their beliefs into practice through actions, rituals, festivals, and</i> | RE What have we learnt? <i>I can describe the main beliefs and teachings of different religions and explain what they mean to believers.</i> | |

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| | | | | | | | ways of living. | | |
| | <p>PSHE</p>  | <p>Health What is Healthy?</p> <p><i>I can begin to understand the importance of health.</i></p> | <p>Health Healthy eating</p> <p><i>I can begin to identify healthy/unhealthy foods.</i></p> | <p>Health Exercise and movement</p> <p><i>I can understand why exercise is important for health.</i></p> | <p>Health Keeping clean</p> <p><i>I can understand how and why I can keep myself clean.</i></p> | <p>Health Sleep and rest</p> <p><i>I can begin to understand the importance of sleep.</i></p> | <p>Health Feelings and mental health</p> <p><i>I can recognise a wider range of feelings.</i></p> | School ends | |
| | <p>Music</p>  | Clarinets – Mrs Estell | Clarinets – Mrs Estell | Clarinets – Mrs Estell | Clarinets – Mrs Estell | Clarinets – Mrs Estell | Clarinets – Mrs Estell | School ends | |
| Health + Wellbeing | <p>Art</p>  | <p>Artists from around the world Frida Kahlo</p> <p><i>I can experiment with a range of paints and media (watercolor, acrylic, pastels).</i></p> | <p>Artists from around the world Yayoi Kusama</p> <p><i>I can experiment with a range of paints and media (watercolor, acrylic, pastels).</i></p> | <p>Artists from around the world The Dooble Man</p> <p><i>I can experiment with a range of paints and media (watercolor, acrylic, pastels).</i></p> | <p>Artists from around the world Salvador Dali</p> <p><i>I can use brush techniques to create effects like layering, washes, and texture.</i></p> | <p>Artists from around the world Emily Kame Kngwarreye</p> <p><i>I can draw from observation, imagination, and research with proportion and accuracy.</i></p> | <p>Artists from around the world Vincent Van Gogh</p> <p><i>I can use different materials (clay, wire, textiles, recycled items) to</i></p> | School ends | |

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| | | | | | | | <i>make 3D forms.</i> | | |
| | <p>PE</p>  | <p>Swimming</p> <p><i>I can move forward for a distance of 5 metres</i></p> | <p>Swimming</p> <p><i>I can move backwards for a distance of 5 metres</i></p> | <p>Swimming</p> <p><i>I can move from a flat floating position on the back and return to standing.</i></p> | <p>Swimming</p> <p><i>Move from a flat floating position on the front and return to standing.</i></p> | <p>Swimming</p> <p><i>I can push and glide in a flat position on the front from a wall.</i></p> | <p>Swimming</p> <p><i>I can push and glide in a flat position on the back from a wall.</i></p> | <p>School ends</p> | |