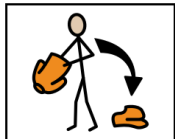


Halesbury School

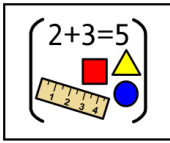
Medium Term Planning

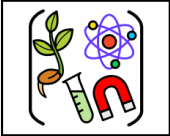
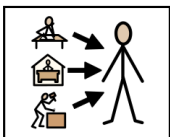
Class: Maple					Topic: Journeys			
Area of Learning		Week 1 Date: 01/06/2026	Week 2 Date: 08/06/2026	Week 3 Date: 15/06/2026	Week 4 Date: 22/06/2026	Week 5 Date: 29/06/2026	Week 6 Date: 06/07/2026	Week 7 Date: 03/06/2026
Independent Living	My Independence	Travelling on a Bus	Travelling on a Bus	Travelling on a Bus	Travelling on a Bus	Travelling on a Bus	Travelling on a Bus	Travelling on a Bus
		Week 1: Reading Bus Information Learning Objective: To recognise basic information on a bus timetable and bus stop. Key Vocabulary: Timetable, number, time, stop Activities: Explore local bus timetables.	Week 2: Paying for a Bus Journey Learning Objective: To understand how to pay for a bus journey. Key Vocabulary: Ticket, fare, money, card Activities: Explore bus tickets and travel cards. Role play buying a ticket. Practice using coins and contactless cards.	Week 3: Staying Safe on the Bus Learning Objective: To know how to stay safe while travelling. Key Vocabulary: Safe, danger, emergency, behaviour Activities: Discuss bus rules. Safety sorting activity (safe/unsafe behaviours). Social story: travelling safely.	Week 4: Recap on Last week's learning. Staying Safe on the Bus Learning Objective: To know how to stay safe while travelling. Key Vocabulary: Safe, danger, emergency, behaviour Activities:	Week 5: Taking a Bus Journey Learning Objective: To apply travel skills during a real or simulated bus journey. Key Vocabulary: Journey, ticket, stop, destination Activities: Complete a local bus journey or classroom simulation. Follow a visual checklist. Buy a ticket. Identify the correct stop.	Week 6: End of Unit Outcome: Students create a "My Bus Journey" booklet showing: Where they travelled. Which bus they used. How they paid. How they stayed safe. What they enjoyed. Evidence of Learning:	Week 7: Recap on the learning undertaken this term and complete task from previous week if required.

		Identify bus numbers. Match times to pictures of clocks. Create a classroom bus stop. SEND Adaptations: Colour-coded timetables. Focus on one bus route only. Use visual clock supports. Assessment: Can students find a bus number on a timetable?	Match coins to values. SEND Adaptations: Real coins and tickets. Visual shopping strips. Repeated role play. Assessment: Can students identify how to pay for a journey?	Role play boarding and leaving a bus. SEND Adaptations: Visual safety cards. Clear behaviour expectations. Repeated practice. Assessment: Can students identify safe behaviour on a bus?	Discuss bus rules. Safety sorting activity (safe/unsafe behaviours). Social story: travelling safely. Role play boarding and leaving a bus. SEND Adaptations: Visual safety cards. Clear behaviour expectations. Repeated practice. Assessment: Can students identify safe behaviour on a bus?	Reflect on the experience. SEND Adaptations: Individual support as required. Visual step-by-step travel guide. Use of peer support. Assessment: Students demonstrate: Recognising a bus stop. Identifying the correct bus. Paying appropriately. Following safety rules. Reaching a destination.	Photographs Completed worksheets Observation records Travel checklists	
	Cooking TOPIC HEALTHY EATING	Design your own salad bar Recap on learning from Summer 1	Make healthy breakfast Make breakfast sandwiches using	Make healthy lunch Make own version of lunchables -	Make healthy dinner Repeat from Summer 1 - Flatbread Pizza	Make a healthy snack Oat bars	Treat Week! Cookies	

	Reinforce making healthy choices Make meals that are healthier than shop brought/fast food ones Identify food groups for ingredients used in practical lessons 	How many pieces of fruit and vegetables should we eat every day? How many glasses of water should we drink every day? What food groups can you remember? Task - design your own salad bar (like at Harvester). Choose up to 12 different items and make your salad as colourful as you can <i>Skill: I can tell you how many pieces of fruit or vegetables I should eat every day</i>	healthier cooking options - grill sausages and bacon, only use a small amount of spray oil for the eggs <i>Skill: I can demonstrate healthy cooking methods - grilling</i>	choose from a selection of ingredients to make own lunch - cheese, ham, egg, salad etc Make own version of yoghurt pudding - choice of yoghurt, fruit, cereal Adults to support when using a knife if required <i>Skill : I can plan and prepare a healthy lunch with adult support</i>	Students to weigh out ingredients as independently as possible to make flatbread then top with own choice of ingredients. Adults to support when using a knife and when using the oven as needed <i>Skill: I can plan and prepare a healthy dinner with adult support</i>	<i>Skill: I can put a baking tray in the oven with adult support</i>				
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Education + Employment	Communication and Language 	Biographies Week 1: What Is a Biography? Learning Objective: To understand what a biography is. Activities: Explore books and articles about famous people. Discuss the difference between fiction and non-fiction. Identify facts about a well-known person. Create a class definition of a biography. Reading Focus: Finding information in a text.	Biographies Week 2: Understanding Life Events Learning Objective: To identify important events in a person's life. Activities: Read a simple biography of a famous person. Identify childhood, education and achievements. Sequence events using timeline cards. Create a personal timeline. Reading Focus: Chronological order. SEND Adaptations: Visual timelines.	Biographies Week 3: Exploring an Inspiring Person Learning Objective: To gather information about an inspiring person. Activities: Study a biography of a famous athlete, scientist, artist or activist. Use videos and photographs to support understanding. Complete a fact file. Group discussion about achievements. Reading Focus: Retrieving information.	Biographies Week 4: Features of Biography Writing Learning Objective: To identify the features of a biography. Activities: Explore examples of biographies. Highlight dates, facts and achievements. Identify past tense verbs. Build a biography feature checklist. Writing Focus: Using factual language. SEND Adaptations:	Biographies Week 5: Planning a Biography Learning Objective: To plan a biography about a chosen person. Activities: Choose an inspiring person. Research key facts. Complete a biography planning sheet. Organise information into sections. Writing Focus: Planning and organising ideas. SEND Adaptations: Writing frames. Fact cards. Adult-supported research. Assessment:	Biographies Week 6: Writing a Biography Learning Objective: To write a simple biography using facts and chronological order. Activities: Use planning sheets to write a biography. Add dates, achievements and life events. Edit work with support. Share biographies with peers. Writing Focus: Creating a complete biography.	Biographies Week 7: Pupils will reflect on their learning this half term and use computer programmes such as Kahoot to test and consolidate their knowledge.	
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		SEND Adaptations: Picture-supported texts. Fact sorting activities. Adult-supported reading. Assessment Can students explain that a biography tells the story of a real person's life?	Cut-and-stick sequencing. Reduced writing tasks. Assessment: Can students place events in the correct order?	SEND Adaptations: Simplified fact sheets. Visual organisers. Guided questioning. Assessment: Can students find key facts from a biography?	Colour-coded texts. Matching activities. Verb banks. Assessment: Can students identify key biography features?	Can students collect and organise information?	SEND Adaptations: Sentence starters. Word banks. Scribing or speech-to-text options. Assessment: Students produce a biography that includes: Information about a real person. Events in chronological order. Key achievements. Factual language.		
	Number and Problem Solving 	Time – assessment. Sequencing events	Time – Facts associated with time, months and seasons, reading dates on calendar	Time – Reading analogue at given time intervals	Time – Demonstrate and draw hands on an analogue clock to represent a given time	Money – Identifying coin and note values and using them to make given amounts	Money – Exchanging money for items using correct language and finding change.	Consolidation of work. Transition to new classes	

	Science 	Transport: Understand issues around forms of transport	Transport: Understand issues around forms of transport	Transport: Understand issues around forms of transport	Transport: Understand issues around forms of transport	Transport: Understand issues around forms of transport	Transport: Understand issues around forms of transport		
	PfA and Careers 	Pupils are to complete their enterprise activity and sell their items at West Bromwich Market. The final few sessions will recap on what has been learned during the project.							
Community + Relationships	World Around Us 	RE: Judaism Week 1: Introduction to Judaism Learning Objective: To know who Jewish people are and understand that Judaism is a world religion. Key Vocabulary: Judaism, Jewish, religion, belief	RE: Judaism Week 2: Jewish Symbols Learning Objective: To identify important symbols in Judaism. Key Vocabulary: Star of David, Menorah, Mezuzah Learning Activities: Artefact handling or image exploration.	RE: Judaism Week 3: The Torah Learning Objective: To understand why the Torah is important to Jewish people. Key Vocabulary: Torah, scroll, synagogue, sacred Learning Activities: Explore pictures/videos of Torah scrolls.	RE: Judaism Week 4: The Synagogue Learning Objective: To understand the purpose of a synagogue. Key Vocabulary: Synagogue, worship, prayer, Rabbi Learning Activities:	RE: Judaism Week 5: Shabbat Learning Objective: To understand how Jewish families celebrate Shabbat. Key Vocabulary: Shabbat, rest, candle, challah Learning Activities: Watch a short video about Shabbat. Explore images of a Shabbat meal. Taste challah bread (if appropriate).	RE: Judaism Week 6: Jewish Festivals Learning Objective: To know about Hanukkah and understand why festivals are celebrated. Key Vocabulary Hanukkah, festival, candle, celebration	RE: Judaism Week 7: Recap on what has been learned about the topic in the last half term	

		Learning Activities: What is a religion? Sorting activity using pictures. Locate Israel and the UK on a map. Introduce Judaism through images and short video clips. Create a simple "All About Judaism" fact sheet. SEND Adaptations: Picture-supported vocabulary cards. Pre-written fact sheet template. Adult support for reading. Assessment:	Match symbols to meanings. Design and colour a Star of David. Create a classroom symbol display. SEND Adaptations: Cut-and-stick activities. Symbol matching with visual prompts. Reduced writing expectations. Assessment: Can students name at least one Jewish symbol?	Storytelling: Moses receives God's laws. Make a paper Torah scroll. Discuss why people value special books. SEND Adaptations: Story sequencing cards. Sensory materials for scroll-making. Verbal responses accepted. Assessment: Can students explain that the Torah is a special book?	Virtual synagogue tour. Label parts of a synagogue. Compare a synagogue with another place of worship. Role-play attending a synagogue. SEND Adaptations: Large visual labels. Simplified worksheet. Collaborative tasks. Assessment: Can students identify what happens in a synagogue?	Create a Shabbat table placemat. SEND Adaptations: Sensory learning opportunities. Picture sequencing of Shabbat events. Supported discussion. Assessment: Can students identify one thing Jewish families do on Shabbat?	Learning Activities: Story of Hanukkah using visual storytelling. Create a Hanukkah candle craft. Compare birthdays and religious celebrations. Festival sorting activity. SEND Adaptations: Simplified storyboards. Practical craft focus. Visual sequencing cards. Assessment: Can students explain that Hanukkah is a Jewish festival		
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		Can students identify Judaism as a religion?							
	PSHE  Mrs Ralphs	Safe Relationships Group discussion of a song they know or a TV programme that has something to do with love, romance, boy/girl relationships. Use widget images to prompt ideas. Play music/songs related to love and romance. Discuss. Using Agree and Disagree pupils to decide what they think about each statement. Discuss	Safe Relationships Show slides of boyfriend/girlfriend couples. Discuss questions about these images using a widget word mat where needed. Discuss behaviour and body language and make a list of these. Pupils to sort behaviour and body language into public or private. <i>Skill</i> <i>I can recognise what a romantic relationship is.</i>	Safe Relationships Discuss and sort if the behaviour and body language is appropriate or inappropriate for children of their age. Discuss that boyfriend/girlfriends are a special relationship between two people, and when they are older, they will know when it is the right for them to start having a romantic relationship. Discuss the laws and why, the age that two people can get married.	Safe Relationships Discuss with class who are you connected to. Family, friends, school, clubs. Complete a widget discussion sheet. Pupils to use the web sheet to make a list of people they have a relationship with. Discuss and sort healthy and unhealthy relationships. Discuss anyone in a relationship usually has a choice about how they act or behave, and how they treat	Safe Relationships Discuss and recognise how relationships may change in the future. Talk about how relationships change and list them, include boyfriend/girlfriend/husband/wife, parents. Discuss what is a skill and sort skills into ones that are good for a healthy relationship. Show Consent video. (focus on consent in friendships and gives some examples). Share definition, using visual images where needed. <i>Skill</i> <i>I can identify consent basics</i>	Safe Relationships Consent/Permission scenarios – Sort scenarios into Consent or No Consent. Discuss why. Discuss personal space. Sort images into Good Personal Space or Too Close. <i>Skill</i> <i>I can show an understanding of personal boundaries.</i>	Safe Relationships End Assessment – Relationships, bingo.	

		difference of opinion. <i>Skill I can identify and name different feelings (e.g., liking someone, friendship).</i>		Use widget images as needed. <i>Skill I can begin to recognise physical and emotional attraction.</i>	the other person/people in that relationship. <i>Skill I can identify the characteristics of a healthy relationship (respect, kindness, trust).</i> <i>I can identify the warning signs of an unhealthy relationships (being scared, bossy, unkind).</i>	<i>(saying yes/no to touch, personal space).</i>			
	Music 	Students will continue to work on their 2D 3D art project.	Students will continue to work on their 2D 3D art project.	Today the pupils learned the difference between keeping the beat and playing the rhythm. The pupils practiced clapping along to the beat	The pupils worked on their listening skills to maintain a steady beat	The pupils worked on their listening skills to maintain a steady beat	The pupils learned and implemented some basic music vocabulary to describe the music they are playing along to.	The pupils learned and implemented some basic music vocabulary to describe the music they are playing along to.	

				<i>I can play in time with a steady beat.</i> <i>I can talk about music using simple musical vocabulary.</i>				
	PE 	Maple Class will be having sessions at Soccerzone run by Cradley DC. They have specialist staff and volunteers who are experienced in running sessions for pupils with SEND						