

Halesbury School
Medium Term Planning

Class:		Oak			Topic: Journeys				
Area of Learning		Week 1 Date: 1.6.26	Week 2 Date: 8.6.26	Week 3 Date:15.6.26	Week 4 Date:22.6.26	Week 5 Date:29.6.26	Week 6 Date:6.7.26	Week 7 Date:13.7.26	
Independent Living	My Independence	Topic: Travelling on a bus	Topic: Travelling on a bus	Topic: Travelling on a bus	Topic: Travelling on a bus	Topic: Travelling on a bus	Topic: Travelling on a bus	Topic: Travelling on a bus	
		I can use basic travel information such as bus numbers, stop names and landmarks Plan a journey with two stops Explain route choices verbally or in writing Read a simple timetable <i>I can demonstrate my understanding of and uses timetables, maps, and simple travel apps with support.</i>	I can demonstrate my understanding of bus timetables, maps and simple travel apps with support Pupils work in pairs using: Timetable Map Travel app <i>I can demonstrate my understanding of and uses</i>	I can understand and follow public transport systems (tickets, passes and schedules) Pupils practise: Buying tickets Reading schedules Asking for help Sentence stems: “I need a ticket to...”	I can show my understanding of travel costs, time management and punctuality Pupils practise: Checking timetable Counting money Packing items Leaving at correct time Sentence stems:	I can plan a journey on the bus “Help Plan the Trip” Pupils work in pairs using: Bus map Timetable Scenario card Example Scenario “You want to travel from	I can manage unexpected challenges (route changes, breakdown, safety concern and lost items Pupils work through scenario cards. Example Scenarios “Your bus does not arrive.” “You lose your travel card.”		

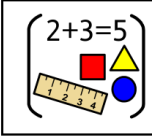
			<i>timetables, maps, and simple travel apps with support.</i> Example Scenario "You are at school and want to go to the cinema." Pupils identify: Which bus to take What time it leaves Which stop to get off at	"What time does the bus leave?" "Which platform do I need?" <i>I can demonstrate my understanding of and uses timetables, maps, and simple travel apps with support.</i>	"My journey costs..." "I need to leave at..." "I will arrive at..." <i>I can demonstrate my understanding of and uses timetables, maps, and simple travel apps with support.</i>	school to the sports centre." Pupils identify: Bus number Bus stop Travel time Arrival stop <i>I can demonstrate my understanding of and uses timetables, maps, and simple travel apps with support.</i>	"You feel unsafe at the station." "The route changes suddenly." Students discuss: What is the problem? Who could help? What should you do first? <i>I can demonstrate my understanding of and uses timetables, maps, and simple travel apps with support.</i>		
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Cooking TOPIC HEALTHY EATING Reinforce making healthy choices Raise awareness of the difference in cost of fast food vs home cooked food Make meals that are healthier than shop brought/fast food ones	Theory week Finish off projects from Summer 1 - *Cooking for mental health and wellbeing *Heart disease and obesity *Discuss options for treat week	Make healthy breakfast Breakfast Burrito Students to build their own burrito from the food items given. Food to be cooked using healthiest method i.e. grilling, baking, use spray oil <i>Skill: I can demonstrate healthy cooking methods - grilling</i>	Make healthy lunch Healthy chicken nuggets (cornflakes coating) <i>Discuss difference in cost of homemade vs fast food</i> <i>Skill: I can prepare a healthy lunch independently</i>	Make healthy dinner Healthy Pizza <i>Repeat from Summer 1 as some students were absent</i> Make own flatbread (healthy option for pizza base) Choose and prepare toppings and cook pizza as independently as possible <i>Skill: I can prepare a healthy dinner independently</i>	Independent cooking Ready Steady Cook - Healthy Meal/snack focus Students to work in groups of 2 and plan and prepare a healthy meal or snack from the ingredients provided Support with timings and give support as required <i>Skill: I can plan and prepare a healthy dinner independently</i>	Treat week!	LAST DAY OF TERM - OFF TIMETABLE?	

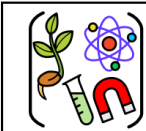
									
Education + Employment	Communication and Language 	Topic: Autobiographies Book: Diary of Anne Frank What is an autobiography Introduce Anne Frank using photos and timeline Watch short clip on WWII Create class timeline on the events of her life Read first diary extract together and discuss Anne's personality <i>I can read aloud taking into account punctuation.</i>	Topic Autobiographies Book: Diary of Anne Frank Explore layout of the Secret Annex and pupils to label rooms Read extract describing daily routines Diary entry: "A day hiding in the annex" <i>I can read aloud taking into account punctuation.</i>	Topic Autobiographies Book: Diary of Anne Frank Pupils to examine relationships and the effect of living in hiding. Read extracts about Anne and her mother <i>I can read aloud taking into account punctuation</i> Compare Anne's public/private "Masks" activity: how people present themselves	Topic Autobiographies Book: Diary of Anne Frank Pupils to understand the wider impact of the Holocaust Compare Anne's experience with modern freedoms Explore historical photographs Discussion on why Anne's diary still important? Letter to Anne Frank	Topic Autobiographies Book: Diary of Anne Frank Lessons focus on punctuation for possession. Pupils apply apostrophes accurately in writing connected to characters, places and events from the text. One person owns something. Anne's diary Peter's cat Miep's courage	Topic Autobiographies Book: Diary of Anne Frank Lesson focus on punctuating and using direct speech in writing. Pupils understand how dialogue can add realism and reveal character relationships within a historical context. LA Speech Bubble Match Match the speech bubble to the correct	Topic Autobiographies Book: Diary of Anne Frank Pupils to use knowledge of the diary, language features and historical context to produce their personal response to the diary. Which part of the diary affected you most? Which character did you sympathise with and why? What did you learn about life	

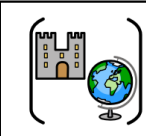
		Pupils to create an “All About Anne” profile LA: Sentence starters “Anne feels...” “Anne is...” MA Short paragraph responses Guided inference questions HA Explain historical impact on Anne’s life Analyse first impressions using evidence from the text <i>I can infer reasons for a characters’ behaviour based on their dialogue/actions and back up my ideas with</i>	LA Fill-in-the-gap diary template Emotion word bank MA Structured diary paragraphs HA Include figurative language and emotional reflection <i>I can use paragraphs in my writing</i>	LA Sentence frames: “This shows...” MA PEE paragraphs HA Multiple quotations and analytical vocabulary <i>I can infer reasons for a characters’ behaviour based on their dialogue/actions and back up my ideas with evidence from the text</i>	<i>I can write for different purposes</i> LA: Sentence prompts and word banks MA: Structured emotional response HA: Reference historical context and symbolism <i>I can plan and structure my writing</i> <i>I can use paragraphs in my writing</i>	Plural possession More than one person owns something. The families’ rooms The helpers’ plans The children’s fears (<i>irregular plural</i>) LA Pupils add apostrophes to complete phrases. <i>I can accurately use apostrophes for singular nouns in my writing</i> Anne diary → Anne’s diary	punctuated sentence. Speech: we must stay quiet i am frightened did you hear that Correct versions: “We must stay quiet,” said Anne. “I am frightened,” whispered Peter. <i>I can identify speech marks</i> MA/HA Write a short conversation between Anne	during World War II? Why do you think Anne’s diary is still important today? <i>I can use subordination if/because in my writing</i> LA I felt _____ when _____. Anne was _____ because _____. I learned that _____. One important event was _____. This diary is important	
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		evidence from the text				Peter room → Peter's room MA/HA Rewrite the Sentences The families hiding place was secret. Anne diary became famous later. The helpers brave actions saved lives. Margot school books were packed away. Write 4–5 sentences about life in the annex using at least: 2 singular possessive apostrophes	and Peter in the annex. Include: At least 3 correctly punctuated pieces of direct speech A question Edit and Improve Correct the punctuation and improve vocabulary e.g. “i cant hear anything said anne maybe theyve gone downstairs”. “dont move” whispered peter “someone might hear us”	because _____. Pupils complete a structured paragraph frame with adult support. <i>I can use paragraphs in my writing</i> MA/HA Extended Reflective Response Write a detailed personal response exploring: Anne's personality and resilience The emotional impact of the diary	
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						1 plural possessive apostrophe		The importance of remembering historical events Pupils to focus on: Embedded quotations or references Analysis of language choices Thoughtful reflection	
	Number and Problem Solving 	Topic: Time and Money LA/MA <i>I can link regular events in my day to o'clock and half past using a numbered face clock</i> Pupils create a timetable using	Topic: Time and Money LA/MA <i>I can read the time from an analogue clock and understand 5-minute intervals</i> <i>I can read time to 5-minute intervals</i>	Topic: Time and Money LA/MA <i>I can recall number of days in each month</i> <i>I can read time to the nearest minute with increasing accuracy</i>	Topic: Time and Money LA/MA <i>I can combine amounts of coins which total up to £1 or more</i> <i>I can solve money problems giving change up to £1</i>	Topic: Time and Money LA/MA <i>I can add amounts of money to buy more than one item</i> HA <i>I can add money in practical contexts</i>	Topic: Time and Money LA/MA <i>I can add amounts of money to buy more than one item</i> HA Budgeting exercises Pupils are given an amount to	Quiz and Consolidation	

		o'clock and half past times. Example: half past 7 – I eat breakfast. I can compare and order intervals of time (seconds, minutes, hours) I can read the clock to 15-minute intervals HA I can recall the number of days in each month Provide calendars for pupils to explore. Questions: Which month has your birthday?	<i>I can draw hands on a clock to demonstrate five-minute intervals</i> HA I can recall the number of days in each month <i>I can compare duration of events</i> Use a stopwatch or timer. Activities: How long can you balance on one foot? How long does it take to tidy the table? How long can you hop safely?	Draw clock hands for: 2:14 6:37 11:48 8:59 HA I can match roman numerals up to 12 <i>I can read a 24-hour clock</i> Convert a school day timetable into 24-hour time. Example: School starts: 8:45 → 08:45 Lunch: 12:15 → 12:15	Find the difference 50p – 30p = 20p Count up method 30p → 40p → 50p = 20p HA I can identify pounds and pence when in written form. pupils to identify which are money: • 50p • £2 • 100 • £1.50 • 3p Discuss:	Multi-Step Problems You buy a toy for 45p, a sweet for 80p and a drink for 95p. How much do you spend?	plan a week's food shopping.		
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		How many days are in that month? Which months have the same number of days? Which month is the shortest?		Home time: 3:20 PM → 15:20	Which use pounds? Which use pence? What does the £ symbol mean?				
	Science 	Topic: Transport	Topic: Transport	Topic: Transport	Topic: Transport	Topic: Transport	Topic: Transport	Topic: Transport	
	PfA and Careers 	Forge Mill Farm Creating opportunities for pupils to engage with food, the outdoors, animals and farming throughout the year. Pupils will be learning independence and life skills. Key activities will include: • Caring for animals (feeding, cleaning, observing behaviour). • Growing, harvesting, and preparing food. • Seasonal farming tasks and outdoor maintenance.							
Community + Relationships	World Around Us	Topic: Judaism	Topic: Judaism	Topic: Judaism	Topic: Judaism	Topic: Judaism	Topic: Judaism	Topic: Judaism	
		Introduce Judaism using symbols and images	The Torah and Jewish Beliefs	Jewish Worship and the Synagogue	Shabbat and Jewish Family Life	Jewish Festivals and Celebrations	Judaism in modern society	End of term quiz and consolidation	

		Explore:							
		Star of David	Understand why the Torah is important	Understand features of a synagogue	Learning Objectives	Learn about major Jewish festivals	Judaism around the world map activity		
		Torah scroll			Understand the importance of Shabbat	Hanukkah	Locate and discuss Jewish communities in:		
		Menorah	Learn about Jewish beliefs about God	Virtual synagogue tour		Passover			
		Read extract from The Diary of a Young Girl	Explore what the Torah looks like	Label key features of synagogue	Explore Jewish family traditions and Shabbat objects:	Rosh Hashanah	Israel		
		Discuss:		Learn how Jewish people worship and compare places of worship	candles	Read extract where Anne discusses hope and fear	United States		
		Who was Anne Frank? (Link to CLL lessons)	Discuss respect for holy books		challah bread		United Kingdom		
		What made her Jewish identity important?	Learn about the Ten Commandments	<i>I can describe the key beliefs, teachings, and practices of a range of religions and worldviews.</i>	wine cup	Discuss why celebrations matter in difficult times	France		
			Design a “Rules for Life” poster		Sequencing Shabbat routine cards	Design a festival poster	Canada		
		<i>I can describe the key beliefs, teachings, and practices of a range of religions and worldviews.</i>	Compare school rules with religious rules		Paragraph describing Shabbat	<i>I can explain how beliefs influence the way people live and make decisions.</i>	Argentina		
			Sorting right/wrong behaviours		<i>I can describe the key beliefs, teachings, and practices of a range of religions and worldviews.</i>		South Africa		
			Discuss why rules are				Australia		
							Pupils compare Jewish life in two different countries.		
							<i>I can explain how beliefs influence the way people live</i>		

			important in society <i>I can describe the key beliefs, teachings, and practices of a range of religions and worldviews.</i>				<i>and make decisions.</i>		
	PSHE 	Safe Relationships Headline Game – Show Top News Today headline. Class to split into pairs. Each group will have one influencer to prepare a post on behalf of them including a creative hashtag (parents/carers, 12-14-year-old students, shopkeepers, police or retired people). Feedback	Safe Relationships Group to discuss and list as many ways someone could be influenced online. Text message response activity. Discuss how difficult it can be to make the right response when texting back really quickly. Discuss and come up with the right	Safe Relationships Read Charly's story. As a group discuss and write down the consequences for all four characters. Pupils to then decide what would be the best advice you would offer to Charly. Discuss what might the class suggest for someone who is	Safe Relationships Pupils to list people in their life they have a relationship with. Class to discuss who do they think they've had the longest relationship with and highlight these. Choose 5 relationships and complete grid to include legal status (children need	Safe Relationships Discuss as a group what happens to people when they are attracted to someone. List physical responses. Watch the visual science of attraction video and discuss. Show that love can be divided into 3 categories and list the difference	Safe Relationships Discuss what is necessary for relationships too survive and complete the grid as a group. Pupils to then list what is needed for a healthy long-term relationship. Discuss four types of attraction, romantic, physical, emotional and	Safe Relationships End Assessment-Consequences of what you do online and Healthy Long-Term relationships.	

		as a group. Discuss why.	response for each scenario using appropriate and helpful responses.	under pressure to send a picture. Class to discuss images that are sent online, the consequences including the law and where to get help. Show Expert led video. Play Report Remove video.	legal guardian until 18). Discuss ‘Is this love’ statements and physical and emotional reactions. Decide if this could mean a healthy long-term relationship.	between lust, attraction and attachment. Discuss platonic.	aesthetic. Discuss scenarios and discuss what emotions are happening.	
		<i>Skill I can recognise persuasive techniques in media (advertising, influencers).</i>	<i>Skill I can recognise unkind or unsafe messages.</i>	<i>Skill I can begin to recognise the dangers of sexting and sharing in appropriate images.</i>	<i>Skill I can explain and discuss different types of relationships (e.g. friendships, romantic relationships, family relationships).</i>	<i>Skill I can recognise what a romantic relationship is. I can begin to recognise physical and emotional attraction.</i>	<i>Skill I can identify the characteristics of a healthy relationship (respect, kindness, trust).</i>	

		PE will take place at Portway Leisure centre with a focus on team sports. This term will focus on dodgeball with learning objectives: <i>I can develop accuracy of passing and receiving within a small group game.</i> <i>I am aware of team members and can pass the ball/object to a chosen member</i> <i>I can demonstrate different types of throws for specific sports (e.g., javelin throw, baseball throw, or underarm for cricket).</i> <i>I can throw with consistent accuracy under pressure (e.g., in team games or sports situations).</i>
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