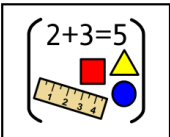
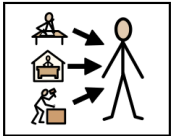


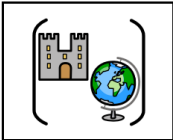
/[Halesbury School Medium Term Planning								
Class:		Beech				Topic:	Journeys	
Area of Learning		Week 1 Date: 01/06/26	Week 2 Date: 08/06/26	Week 3 Date: 15/06/26	Week 4 Date: 22/06/26	Week 5 Date: 29/06/26	Week 6 Date: 06/07/26	Week 7 Date: 13/07/26
Education + Employment	Phonics	Mondays – Review of initial letter sounds. The sound will be the Handwriting and Makaton focus for the week.						
		Jordan/Hawber/Lexia and comprehension work Harry/Lexi/Charlotte – Phase 5 review/Lexia Khloe/Mark/Lucas/Richard/ – Phase 3 Rec/Spring 1(Halfway through) James/Simra/Shazeb– Phase 3 Rec/Spring 1 (From the beginning) Phase 2 Vinnie – Rec/Autumn 1						
	Communication and Language	All – Tricky word games and activities related to the Phase the children are working on.						
		I am continuing with the text from last term. Topic – Fiction Text: The Secret of Black Rock Create Recap on the work started last term. Ask the children to draw and label their story setting. Let the children practise verbally describing the story setting to each other. Create a class word bank of the words they think they are going to need to help them write their own story setting. Divide the word bank into senses and deconstruct the WAGOLL to help the	Topic – Fiction Text: The Secret of Black Rock Create Ch to generate the success criteria for their setting description - with the class teacher - based on what has been previously learnt during the rehearse phase. Model using the using the word bank to write a setting description. The children use their word banks to write their setting descriptions. Some children to have sentences starters. Share examples of setting descriptions. Ask the children to read what they have written to a partner and then choose some to share whole class	Topic – Fiction Text: The Secret of Black Rock Edit 1:1 editing – The children to edit their work with the help of an adult. They will do this using a purple pen. They will also compare it to their success criteria. The other children will be completing phonics activities while I work with each child. Publishing work – Using Widget the children will type up their completed story settings. Ask some of the children to share their finished work with members of staff or children from another class.	Topic – Fiction Text: The Secret of Black Rock Immerse To discuss and explain my understanding of what happened in this story. Discuss why the adults believe that Black Rock should be feared. Why would they want Erin (and the other children) to be afraid of Black Rock? Compare two images of black rock one from the beginning of the story and one from the end of the story. With the children's help write adjectives around each picture. Discuss how and why what they thought about Black rock changed.	Topic – Fiction Text: The Secret of Black Rock Immerse Introduce the children to creating a new story about Erin and her dog. Share with the children an example of a story map that you have created. In groups encourage the children to create their own story map using the following structure to help: *Erin wanting to go somewhere she is not allowed to go. Think about why can't she go to this place? *Erin goes to this place and something happens but she is	Topic – Fiction Text: The Secret of Black Rock Create Ch to generate the success criteria for their setting description - with the class teacher - based on what has been previously learnt during the rehearse phase. The children use their word banks to write their new story. Some children to have sentences starters. Share examples of setting descriptions. Ask the children to read what they have written to a partner and then choose some to share whole class.	End of year assessments

		children create the word bank. I can describe my story setting verbally to my partner. I can orally rehearse what I want to eventually write down. I can create a word bank that I can use when I am writing my story setting.	I can write a story setting using the skills I have learnt this term in class. I can write about what the character can see, hear, smell, taste and feel. I can use adjective to describe each noun. I can use some compound words in my description. I can use suffixes correctly in my description. I can use expanded noun phrases correctly.	With support I can edit my work. I can publish my work. I can share my completed work with other people.	Ask the children to write a thought bubble for one of the fishermen at the beginning of the story and then another one about what he thought at the end of the story. SEN to work as a group and with support. I can compare two different parts of the story. I can ask relevant questions to extend their understanding and knowledge. I can use spoken language to develop understanding through imagining and exploring ideas. I can consider different viewpoints	rescued and then she tells everyone that the place is not what they thought. Ask the children to draw, label and paint a picture of the story setting. I can take part in a discussion about what I want to happen in our new story. I can draw and label a picture of what I want our new story setting to look like. I can help to create a story map to go with our new story.	I can write a new story based on a story I already know.	
		Read a selection of other stories about the sea.	Read a selection of other stories about the sea.	Read a selection of other stories about the sea.	Read a selection of other stories about the sea.	Read a selection of other stories about the sea.	Read a selection of other stories about the sea.	Read a selection of other stories about the sea.
	Number and Problem Solving 	Time and Money Group 1 – Add up amounts to 10p Group 2 – To know the value of different coins. Group 3 – To verbally use £ and pence in role play situations. Group 4 – To recognise coins.	Time and Money Group 1 – To give change using amounts to 10p Group 2 – Add up amounts to 5p. Group 3 – To know the value of different coins. Group 4 – To verbally use £ and pence in role play situations.	Time and Money Group 1 – Add up amounts to 20p Group 2 – Add up amounts to 10p. Group 3 – Add up amounts to 5p. Group 4 – To know the value of different coins.	Number and Place Value or Multiplication, Division and Fractions Group 1 – To recall multiplication facts for the five times tables. Group 2 – To double numbers to 10. Group 3 – To use practical resources to add numbers together.	Number and Place Value or Multiplication, Division and Fractions Group 1 – To recall multiplication facts for the five times tables. Group 2 – To recall multiplication facts for the 2 times tables.	Number and Place Value or Multiplication, Division and Fractions Group 1 – To count in multiples of 100 and 50. Group 2 – To recall multiplication facts for the 2 times tables.	End of year assessments Group 1 – Assessment Group 2 – Assessment Group 3 – Assessment Group 4 – Assessment

					Group 4 – To count up to ten objects.	Group 3 – To count forwards and backwards to ten. Group 4 – To order numbers to ten	Group 3 – To read and write numbers to ten in words. Group 4 – To correctly form numbers to ten.	
	Science 	Focus: Transport Intent: Understand issues around forms of transport What kinds of transport are there? With the pupils help make a list of as many different kinds of transport as possible. Sorting activity – How can we sort all this transport into different groups? Sorting activity - Land/Air/Sea <i>I can name some forms of transport. I can sort different kinds of transport into groups. I can say why I sorted the different kinds of transport into the groups I have put them in.</i>	Focus: Transport Intent: Understand issues around forms of transport Land/Air/Sea – Which is the most environmentally friendly way to travel? Looking after the environment KS1 Citizenship Primary - BBC Bitesize Moving people – sorting kinds of transport into groups and explaining sorting. Explain that Electric cars are more environmentally friendly than petrol/diesel and that travelling by train or bus is also better than traveling in a petrol/diesel car. Repeat with moving objects. Explain that when transporting objects, it is better to travel by boat because	Focus: Transport Intent: Understand issues around forms of transport Why are aeroplanes so bad for the environment? Sustainable travel - BBC Bitesize Planes are bad for the environment because burning jet fuel releases greenhouse gases, like carbon dioxide, into the air. These gases trap heat from the sun and cause global warming. Because airplanes fly very high up in the sky, their emissions cause even more damage than pollution made on the ground. How can we help? Smarter Fuels Electric Planes Better Travel Choices True or false activity.	Focus: Transport Intent: Understand issues around forms of transport Why are petrol cars so bad for the environment? How Do Cars Work? 🚗 The Science of Cars Explained for Kids! Engine, Brakes & More! - YouTube Make a list of how cars can harm the environment. How can we reduce car pollution? How does car pollution effect our health? <i>I understand how car pollution can harm the environment. I understand how car pollution can harm our heath.</i>	Focus: Transport Intent: Understand issues around forms of transport Why are electric cars better than petrol cars? Use the film ‘Cars 3’ to compare cars that use petrol and those that are electric. How do electric cars work? Why is electric better than petrol? <i>I am beginning to understand how electric cars work. I suggest ways that electric cars are better than petrol cars.</i>	Focus: Transport Intent: Understand issues around forms of transport Can you think of any sustainable transport? Fun Ways to Travel Without Cars! KS2 Science STEM and Beyond - YouTube Sustainable travel - BBC Bitesize Ask the children to design their own form of sustainable transport. <i>I know what sustainable means. I can have a go at creating my own form of sustainable transport.</i>	End of year assessments

			they can carry a lot of objects in one journey. Once on land it is better to move the objects train. Why do the children think this is the case? I can sort the different kinds of transport into groups and explain my sorting. I can share my ideas and listen to the ideas of other.	I am beginning to understand why airplanes are damaging the environment.				
	PfA and Careers 	AM - Work based learning Riverside Farm AQA: Introduction to Farm Animal Care Entry Level – 119332 Pupils will be working towards achieving an Entry Level for Introduction to Farm Animal Care. To Achieve it they will need to: • Feed five animals. • Enter and exit pens safely. • Prepare food for two animals. • Handle two animals safely. • Groom an animal using appropriate tools and techniques. • Show knowledge of interpreting animal behaviour e.g. signs of aggression and react in a safe manner. They will experience working with at least five animals: pigs, alpacas, sheep, horse, goats, chickens.						
Independent Living	My Independence 	PM – My independence Topic: Travel Intent: To travel on a bus AQA: 114162/121357						
		Planning a visit using a bus What do we need to do before we go on a bus? Focus: • Destination	Catching a bus Trip to Blackheath Focus: • Listen to and follow multistep instructions	Feedback and sequencing Pupils will look back on their picture journey and sequence pictures and describe what was happening at each step.	Catching a bus The pupils will plan another visit using a bus based on what they have learnt this term.	Unexpected challenges To manage unexpected challenges when traveling on a bus (route change, bus breaking down, safety	Catching a bus The pupils will plan another visit using a bus based on what they have learnt this term.	Transition

		- What bus are we going to catch? - Reading a timetable. - What do we need to take with us?		Focus: To sequence pictures and recount what happened Challenge: What do we need to remember for our next visit using a bus?		concerns and lost bus pass). Pupil work through scenario cards. Focus: To managed unexpected challenges.		
	Cooking Mrs Stockden  Healthy Eating To reinforce making healthy choices Making meals that are healthier than shop brought/ fast food ones. Identify food groups for ingredients in practical lessons.	Design your own salad bar Recap on learning from Summer 1. How many pieces of fruit and vegetables should we have every day? How many glasses of water should we drink every day? What food groups can you remember? Task – Design you own salad bar (like at the Harvester). Choose up to 12 different items and make your salad as colourful as you can. <i>Skill: I can tell how many pieces of fruit or vegetables I should eat every day.</i>	Make a healthy breakfast Fruit muffins – A healthy alternative to shop brought pastries/ cakes. These are a low sugar alternative and contain fruit. Ingredients to be weighed out with adult support if required. <i>Skills: I can prepare a healthy breakfast with adult support.</i>	Make a healthy lunch Salad Kebab Students to choose their own ingredients from a selection given – cheese. Ham plus varied salad items. Prepare ingredients and then add to skewer. Adult to support when using a knife. Focus on washing up independently <i>Skills: I can plan and prepare a healthy lunch with adult support.</i>	No lesson due to leavers assembly	Make a healthy snack Oat bars <i>Skills: I can put a baking tray in the oven with adult support.</i>	Treat week!	INSET DAY

Community + Relationships	Mark will complete phonics activities during this time. World Around Us 	Subject: RE Topic: Judaism Intent: Introduction to Judaism and gaining further knowledge. Comparison to Christianity (Old Testament) What do the pupils already know about Judaism? Show the pupils objects that are special to you from your home (or pictures) - emphasise that these are not precious in terms of money, but in terms of how much they mean. Move onto discussing what objects do they have that are special to them. Ask the pupils to draw and write about an object that is special to them. <i>I can share what I know about Judaism and listen carefully to what other people have to share. I know that people have objects that are precious to them in their homes. I can share something that is precious to me with others and say why it is so special. I understand that we all have different opinions and I can respect other people's points of view.</i>	Subject: RE Topic: Judaism Intent: Introduction to Judaism and gaining further knowledge. Comparison to Christianity (Old Testament) What artifacts might you find in a Jewish home? Start the lesson by playing 'Through the keyhole'. Who do you think lives in this house? (PowerPoint) Look in more detail at the artifacts that you would find in a Jewish home. Let the pupils touch them and talk about them. What do they know about each one? Play some Jewish music and watch the video clip (Meet a Jewish family) Go through the PowerPoint sharing more information about each one. Do the Pupils have any questions about the artifacts? Drawing and labelling artifacts. Writing simple sentences about each one. <i>I understand that there is a religion called Judaism and its followers are called Jews. I can reflect and share my thoughts about each</i>	Subject: RE Topic: Judaism Intent: Introduction to Judaism and gaining further knowledge. Comparison to Christianity (Old Testament) Can you sort a mixture of artifacts into Jewish and Christian? Recap on the last lesson. Let the pupils handle the Jewish artifacts again. Mix the artifacts up with some Christian artifact and ask the pupils to help you sort them into two groups; Jewish and Christian. The pupils will complete their own sorting activity. <i>I can show respect for different religious practices. I can sort artefacts into Jewish and Christian. I can find information about some of the Jewish artefacts.</i>	Subject: RE Topic: Judaism Intent: Introduction to Judaism and gaining further knowledge. Comparison to Christianity (Old Testament) What does a mezuzah remind Jewish people about? Introduced the pupils to a Mezuzah and explain what it is. Where does a Mezuzah belong? Why is the Mezuzah important? Share more facts about a Mezuzah. The pupils will be drawing and labelling a Mezuzah and taking part in a quiz about it. <i>I know what some of the words inside the Mezuzah mean. I can talk about the fact that Jewish people believe in one God. I can explain why a Mezuzah is put on the doorposts of houses. I understand that the Mezuzah reminds Jewish people about God. I can make links between some Jewish teachings and how Jewish people live.</i>	Subject: RE Topic: Judaism Intent: Introduction to Judaism and gaining further knowledge. Comparison to Christianity (Old Testament) How and why do Jewish people celebrate Shabbat? Jewish people believe that God created the world in 6 days and rested on the 7th. That day is called the Sabbath. Watch the Creations story → https://www.youtube.com/watch?v=otLjyNnj2K4 The children create their own story boards. Remind the children that this story comes from the Jewish holy book called the Torah. <i>I know what Shabbat is. I can retell the Jewish creation story. I can make a link between the creation story and Shabbat. I understand why Jewish people both rest and pray at Shabbat. I can share my ideas about why it is important to have time to rest and reflect.</i>	Subject: RE Topic: Judaism Intent: Introduction to Judaism and gaining further knowledge. Comparison to Christianity (Old Testament) What happens on a Friday night? Tell pupils that they are going to be finding out about how Jewish people celebrate Shabbat each week. Ask pupils what they have to do at home before they have a special day or a special visitor – think tidying up, food preparation and wearing our good clothes. http://www.bbc.co.uk/programmes/p02mx9mx https://www.bbc.co.uk/education/clips/z3hyr82 Go through each step of Shabbat. Activity → Sorting activity – Group work. Sort the cards into what Jewish people can and can't do during Shabbat. Take a photograph of the completed sorting for the children's books. <i>I can talk about how Shabbat is a special day for Jewish people and can give some examples of what they might do to</i>	Subject: RE Topic: Judaism Intent: Introduction to Judaism and gaining further knowledge. Comparison to Christianity (Old Testament) What does the story of Hanukkah make us think about? How do Jewish people think about miracles at Hanukkah? Story of Hanukkah → PowerPoint How do Jewish people celebrate Hanukkah? Short film about Hanukkah www.bbc.co.uk/programmes/p02n2kp0 Ask the pupils to make a list of the things people do at Hanukkah. <i>I can retell the story. I can make a list of all the things Jewish people do during Hanukkah. I understand that what Jewish people do at Hanukkah helps them to remember the importance of the story that goes with it.</i>
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			artefact. I can handle artefacts from the Jewish faith respectfully.				celebrate it. I can see how Shabbat can affect how a Jewish person live their life. I understand that Shabbat is the one day when Jewish people are not allowed to do many normal daily activities.	
	PSHE Mrs Ralphs 	Safe relationships Group discussion on a song they know or a TV programme that has something to do with love, romance, boy/girl relationships. Use Widget symbols 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 differences of opinion. <i>Skill: I can identify and name different feelings (e.g. liking someone and friendship).</i>	Safe relationships Show slides of boyfriend/girlfriend couples. Discuss questions about these images using Widget word mat where necessary. Discuss behaviour and body language and make a list of these. Pupils to sort behaviour and body language into public and private. <i>Skill: I can recognise what a romantic relationship is.</i>	Safe relationships Discuss and sort if behaviour and body language is appropriate or inappropriate for children of their age. Discuss that girlfriend/boyfriends are a special relationship between two people, and when they are older, they will know when it is right for them to start having a romantic relationship. Discuss the law and the age that two people can get married. Use Widget symbols if needed. <i>Skill: I can begin to recognise physical and emotional attraction.</i>	Safe relationships Discuss with the 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 who 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 other person/people in that relationship. <i>Skill: I can identify the characteristics of a healthy relationship (respect, kindness and trust). I can identify the warning signs of an unhealthy relationship (being scared, bossy, unkind).</i>	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 that are ones that are good for a healthy relationship. Show consent video (focus on consent in friendships and give some examples). Share definition, using visual images where needed. <i>Skill: I can identify consent basics (Saying yes/no to touch, personal space).</i>	Safe relationships Consent/permission scenarios - sort scenarios into consent and no consent. Discuss why. Discuss persona space. Sort images into good personal space or to close. <i>Skill: I can show an understanding of personal boundaries.</i>	Safe relationships Assessment – Relationship bingo

