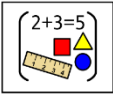


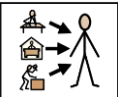
Halesbury School
Post 16 - Medium Term Planning – Summer 2 Term 2 2026

GROUP 1		Post 16 Teacher : CT Staff : SRL						
Area of Learning		Week 1 Date: wb 1 st June 1 st - Inset day 3 rd - QAC visit	Week 2 Date: wb 8 th June	Week 3 Date: wb 15 th June ZOO TRIP - WED	Week 4 Date: wb 22 nd June	Week 5 Date: wb 29 th June Assessment week Ashfield Presentations	Week 6 Date: wb 6 th July Celebrate Year 14 leaving	Week 7 Date: wb 13 th July
Independent Living	Independent Living E2 Recycling, Managing Waste Unit E2 Independent Living Unit 	Recycling, Managing Waste Unit LO 3. Understand that waste can be controlled. 3.2. Give a reason for reducing waste.	Independent Living Unit <i>LO 1 Review progress towards Independent Living.</i> 1.1 Identify two areas where they feel they have increased their independence.	Independent Living Unit <i>LO 1 Review progress towards Independent Living.</i> 1.2 Identify an area they feel more confident in 1.3 Identify where to get future guidance and advice.	Independent Living Unit LO 2. <i>Recognise what Independent Living means to them.</i> 2.1 State how increased independence has changed their lives.	Independent Living Unit LO 2. <i>Recognise what Independent Living means to them.</i> 2.2 Identify two aspirations they hope to achieve.	Recycling, Managing Waste Unit E3 LO 2 Know that some materials can be recycled. 2.3. Identify from a calendar or other source, day(s) for recycling collection.	Social / communication activities / games
	Independence in the Community E3 Household Shopping	LO 4. <i>Understand the process of making a purchase.</i>	Offsite LO 4. <i>Understand the process of making a purchase.</i> 4.1. Purchase items using a supermarket. 4.2 Demonstrate asking for an item.		Independent Living Unit E2 <i>LO 1 Review progress towards Independent Living.</i> 1.1 Identify two areas where they feel they have increased their independence		LO 2. <i>Recognise what Independent Living means to them.</i>	Offsite Café: Per group - end of term treat

		4.2. Demonstrate asking for an item. Practise role plays in the classroom	4.3. Purchase an item in an over-the-counter shop. LO 5 <i>Understand basic money skills.</i> 5.1. Prepare to pay for items by having money ready. 5.2. Receive and secure any change and goods.		1.2 Identify an area they feel more confident in. 1.3 Identify where to get future guidance and advice.		2.1 State how increased independence has changed their lives. 2.2 Identify two aspirations they hope to achieve.	
Independence in Cooking Topic: 	INSET DAY	Hygiene Discuss importance of hygiene when cooking. Explain that restaurants etc have inspections to check their kitchens are clean Breakfast Burrito Choose from ingredients given and build a burrito. Ingredients to be prepared and cooked as independently as possible.	Equipment - sharp knife Students to identify what equipment they will need for the recipe as independently as possible. Salad kebab Choose protein source - ham, chicken, cheese - and selection of salad items and prepare them safely using a sharp knife. Add to skewers to make kebabs	Equipment - colander Students to identify what equipment they will need for the recipe as independently as possible. Creamy Chicken Pasta Focus on how to cook pasta safely and use of colander. Students to be supervised around hobs and when draining pasta. 4.2 Use a utensil	Health & safety Bake cakes Focus on using the cooker safely - use of oven gloves, one person holds the door open, give warning to others in the room that you are opening the oven door 5.2 State a safety rule when using a cooker	Treat Week		

			Remind about cleanliness at all times ie wipe tables, wash hands, clean up spillages <i>1.2 Assist in maintaining a clean working environment</i>	<i>4.1 Identify how to use a utensil safely</i>	<i>Discuss what students would like to cook in treat week</i>			
Education & Employment	Communication and Language	E2: LO1 Read and understand texts at word and sentence level 1.1 Read and understand common words 1.2 Read and understand sentences with more than one clause LO2 Understand that texts can have different purposes 2.1 Recognise the different purposes of texts			E2: LO2 Understand that texts can have different purposes 2.1 Recognise the different purposes of texts LO3 Read and understand different types of texts 3.1 Understand the main points in texts			
	Reading Focus	E3: LO1 Read different types of texts, and understand that texts can have different purposes 1.1 Understand the main events in different texts of more than one paragraph 1.2 Recognise the different purposes of texts LO2 Understand the main points and ideas in a text 2.3 Find specific information within texts by detailed reading			E3: LO2 Understand the main points and ideas in a text 2.1 Recognise the main points and ideas in a text 2.2 Work out the meaning of words, at Entry Level 3, from context given 2.3 Find specific information within texts by detailed reading LO3 Use organisational and structural features to locate information 3.1 Recognise the gist of a text and gain information from title, headings, menus, contents and illustrations Week 5: Assessment Week			
	Criteria per entry level 							
	Number and Problem Solving	E2: LO1 Be able to read and	E2: LO1 Be able to read and	E2: LO2 Be able to read time	E2: LO3 Be able to read time	Assessment week E2:	E2:	Social / Communication

	Criteria per entry level <u>E2: Understanding and Using Money</u> 	<i>record time in common date formats</i> 1.1 State the months of the year in words 1.2 State the months of the year in abbreviated forms 1.3 Match the month of the year to its numerical position	<i>record time in common date formats</i> 1.4 Read dates in different formats 1.5 Write dates in different formats LO2 <i>Be able to read time displayed on analogue clocks</i> 2.1 Read time displayed on different analogue clock faces in: hours 2.2 half-hours	<i>displayed on analogue clocks</i> 2.3 Read time displayed on different analogue clock faces in quarter hours LO3 <i>Be able to read time displayed on 12-hour digital clocks</i> 3.1 Read time displayed on 12-hour digital clocks in hours, half-hours and quarter-hours	<i>displayed on 12-hour digital clocks</i> 3.1 Read time displayed on 12-hour digital clocks in hours, half-hours and quarter-hours LO 4: <i>Be able to read time displayed on 24-hour digital clocks</i> 4.1 Read time displayed on 24-hour digital clocks in hours, half-hours and quarter-hours	LO 4: <i>Be able to read time displayed on 24-hour digital clocks</i> 4.1 Read time displayed on 24-hour digital clocks in hours, half-hours and quarter-hours	LO5 <i>Know the structure of days and years</i> 5.1 State how many hours are in a day 5.2 State the number of weeks in a calendar year	activities / games Assessment reviews as appropriate
	<u>E3: Money : Adding and Subtracting</u>	E3: LO1 <i>Be able to read and record time in five minute intervals using am and pm</i> 1.1 Tell the time in five-minute intervals on	E3: LO1 <i>Be able to read and record time in five minute intervals using am and pm</i> 1.1 Tell the time in five-minute intervals on	E3: LO1 <i>Be able to read and record time in five minute intervals using am and pm</i> 1.3 Tell the time in five-minute	E3: LO1 Be able to read and record time in five minute intervals using am and pm 1.3 Tell the time in five-minute	Assessment week E3: LO2 <i>Be able to record common date formats</i> 2.1 Recognise day, month and year in	E3: LO3 <i>Be able to use time in practical situations</i> 3.1 Use time and date in two different everyday situations	Social / communication activities / games

		analogue clocks. 1.2 Tell the time in five-minute intervals on 12 hour digital clocks	analogue clocks. 1.2 Tell the time in five-minute intervals on 12 hour digital clocks	intervals using am and pm 1.4 Record the time in five-minute intervals using am and pm	intervals using am and pm 1.4 Record the time in five-minute intervals using am and pm	common date formats 2.2 Read the date on a calendar 2.3 Record the date in common formats		
PfA and Careers 	Riverside	The theme is Sunshine Sun printing will involve different methods for creating artwork using the sun. These items can be sold at school. On duller days, we will be planting sunflowers and using sunflower seeds in different ways. Solar Dying and Fabric Art will continue to explore seasonal colours and fabric collages to enhance the collaborative quilt that has been in progress this year with Jo. Land work will continue work across the site; Moving materials - bricks Moving compost Cutting wood Maintaining pathways - sweeping / laying woodchip						
		1 Sun printing / sunflowers with Claire 2 Solar dying / Fabric Art with Jo 3 Land Work with Anna	2 Sun printing / sunflowers with Claire 3 Solar dying / Fabric Art with Jo 1 Land Work with Anna	3 Sun printing / sunflowers with Claire 1 Solar dying / Fabric Art with Jo 2 Land Work with Anna	1 Sun printing / sunflowers with Claire 2 Solar dying / Fabric Art with Jo 3 Land Work with Anna	2 Sun printing / sunflowers with Claire 3 Solar dying / Fabric Art with Jo 1 Land Work with Anna	3 Sun printing / sunflowers with Claire 1 Solar dying / Fabric Art with Jo 2 Land Work with Anna	INSET DAY

	Ashfield Gardens	At Ashfield the groups will work as teams on different tasks that need attending to each week. Pupils will be working towards personalised targets relating to their EHCP'S, speech and language and AQA targets. AQA These are the subjects the students are working towards until the end of the summer term; • Introduction to woodland maintenance (78658 LV E) • Sustainable gardening (115224 LV1) • Use of garden tools (CE4868 LV E) • Recognising & Using gardening tools (LE5555 LV E) Outdoor education (unit 4): Introduction to garden maintenance (111261 LV1)						
		Sow carrot & parsnip seeds/ Pot on succulents; fine & gross motor skills, teamwork, partner work	Cress houses; fine motor skills, creativity, plant skills	Ladybug stones; safety considerations , teamwork, fine & gross motor skills	Transition Day	Presentation afternoon	Friendship bracelets; fine motor skills, concentration	INSET DAY
	Year 13 College experiences/ Art	QAC visit	-Art 2: - About Me: Half portrait collage - take photos of faces - begin researching images to print of portraits students like. Print	ZOO TRIP	-Art 3: - About Me: Half portrait collage - draw outline of second half of head. - placing then glue images on and drawing sections.	- complete portraits - work on digital version using Tate Art Art 4. Zoo related art – create images from the zoo trip using choice of media	Personal choice zoo/animal related piece of art – choose media of interest.	Frame work for display. Fun week – social games
		Discover U	Year 12 and 14 go to Discover U - crafts					
Community and Relationships	PSHE Topic: Understanding Well-being	Safe Relationships (Online)	Safe Relationships (Online)	Safe Relationships (Online)	Safe Relationships (Sex Education)	Safe Relationships (Sex Education)	Safe Relationships (Sex Education)	Safe Relationships (Sex Education)

		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. Response scenarios using appropriate and helpful responses.	Read Charly's story. To discuss and write down the consequences for all four characters. Students to then decide what would be the best advice you would offer to Charly. Show Expert led video. Play Report Remove video and discuss.	To recognise equality in relationships. Pupils to discuss image and share what can be done so it is equal for all. Recognise that not all relationships are equal and discuss Parent/child, Teacher/Student, Doctor/Patient and Employer/Employee.	To discuss and identify power in a relationship. Show video – important elements of a balanced relationship. Students to discuss and make a list of these qualities. Students to discuss what they would expect not to see in a relationship that is healthy and balanced. Use prompt questions.	Read scenarios and identify power and if it is a healthy or controlling relationship. Students to discuss as a group and give their point of view. Discuss what is important in a romantic relationship. Discuss how this may be different if the relationship becomes intimate.	Discuss and emphasise Sex and the Law. Consent. Recognise and discuss different types of contraception using Contraception toolkit. Condom demonstration .	Show contraception video. Condom demonstration End Assessment.
	PE 	Yoga and Gym To move in different ways to music To develop balance and stability across all previously learned and newer poses.	Yoga and Gym To move in different ways to music To develop balance and stability across all previously learned and newer poses.	Yoga and Gym To use music in different ways to support my exercise within the class. To further master core yoga poses such as downward dog, the	Yoga and Gym To use music in different ways to support my exercise within the class. To further master core yoga poses such as child's pose, cobra pose, cat-cow	Yoga and Gym To show an adult different ways you move to music To develop smoother transitions between movements by imitating moves.	Yoga and Gym To show an adult different ways you move to music To develop smoother transitions between movements by imitating moves.	INSET DAY

				warrior pose, the tree pose	pose and corpse pose			
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