

Halesbury School Post 16 - Medium Term Planning – Summer 2 Term 2 2026								
Class: Group 2		Post 16			Teacher : LL		Staff : LL, MS, CL, CC	
Area of Learning		Week 1 Date: 1/6 1st June – inset day – 3rd - QAC visit	Week 2 Date: 8/6	Week 3 Date: 15/6 ZOO TRIP - WED	Week 4 Date: 22/6	Week 5 Date: 29/6 Assessment week Ashfield presentations	Week 6 Date: 6/7 Celebrate year 14 leaving	Week 7 Date: 13/7 – 3 days
Independent Living	Independent Living 	Recycling & Waste Management / Independent Living (core module) LO2: Know that some materials can be recycled. Criteria: 2.1. Identify two different items for recycling. 2.2. Identify appropriate bins for recycling. Link nouns to items then items to recycling bin	Recycling & Waste Management 2.1. Identify two different items for recycling. 2.2. Identify appropriate bins for recycling. Collect items from around school to recycle. Link nouns to items then items to recycling bin.	Independent Living (core module) LO1: Review progress towards Independent Living. Criteria: 1.1. Identify an area where they feel they have increased their independence. 1.2. Identify an area they feel more confident in.	LO2: Recognise what Independent Living means to them. Criteria: 2.1. State an effect increased independence has had on their life. 2.2. Identify where to get future guidance and advice	Assessment week	Work on reflection within 'Independent Living' (core module) – focus dependent on where is necessary after previous weeks' learning.	Fun week – social games
	Independence in the Community	Household Shopping –	Focus LO3: interactions with shop staff specifically	LO3: Understand the process of making a purchase	Offsite LO3: Criteria:	Assessment week Offsite LO3: Criteria:	REVIEW – What Learning objectives need re-visiting?	Café: Per group - end of term treat

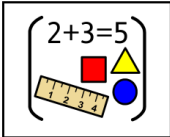
		LO2: Know how to plan a shopping trip. Criteria: 2.1. Identify items to be purchased. - use imaginary situation where students are going to buy non everyday items; eg – shoes/trainers.	LO3: Understand the process of making a purchase. Criteria: Role play buying items 3.3. Identify a person within the shop who may be able to assist in finding items.	3.4. Follow procedure for payment. 3.5. Secure goods and any change	3.1. Participate in a shopping trip to the supermarket. 3.2. Find and select an item from the list.	3.1. Participate in a shopping trip to the supermarket. 3.2. Find and select an item from the list.	Work on reflection within Independent Living core	
Independence in Cooking Topic: Basic Cooking Techniques NO EGGS - HT 	INSET DAY	Hygiene Discuss importance of hygiene when cooking. Explain that restaurants etc have inspections to check their kitchens are clean Breakfast Burrito (No Eggs - HT) Offer choices of what students can cook for their burrito - bacon (or alternative), sausage, mushrooms,	Equipment - sharp knife Students to identify what equipment they will need for the recipe as independently as possible. Give choices where required ie Will you need a chopping board or a saucepan? Salad kebab Choose protein source - ham, chicken, cheese - and selection of salad items	Health & Safety 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.	Health & safety Bake biscuits (No eggs - HT) 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 <i>5.2 Identify 2 rules for safe use of a cooker</i>	Treat Week		

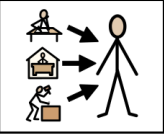
			peppers, onions plus grated cheese & sauce) Keep reminding about hygiene and focus on washing up at the end of the lesson <i>1.3 Assist in maintaining a clean working environment</i> <i>4.1 Use 2 different utensils safely (frying pan)</i>	and prepare them safely using a sharp knife. Students to have adult support when using the knife - hand over hand, verbal prompts etc Add to skewers to make kebabs Focus on washing up independently at end of lesson <i>4.1 Use 2 different utensils safely (sharp knife)</i>	DISCUSS POTENTIAL HAZARDS - HOBBS, SPILLAGES ON THE FLOOR, BURNS FROM DRAINING PASTA <i>5.3 Identify 2 cooking hazards</i> <i>Discuss what students would like to cook in treat week</i>			
	READING: Ascentis LOs and Criteria: LO1 LO2 LO3	Pre entry - Reading Letters LO1 Recognise individual letters of the alphabet Criteria 1.1 Recognise uppercase letters of the alphabet 1.2 Recognise lowercase letters of the alphabet	E1 – Reading LO1 Read and understand texts Criteria 1.1 Read and understand familiar simple words 1.2 Understand a short text with a familiar topic or context	E2– Reading LO1 Read and understand texts at word and sentence level Criteria 1.1 Read and understand common words 1.2 Read and understand sentences with more than one clause				
		Pre entry - Reading Words LO1 Read simple social sight words and signs Criteria 1.1 Read social sight words and signs LO2 Read basic words on familiar topics	LO2 Recognise the main points of a text 2.1 Identify the main points in a short text on a familiar topic LO3 Recognise features of a text to find out information	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 3.2 Read and understand linking words and adverbials in instructions and directions				

		2.1 Read words, signs or symbols linked to their everyday vocabulary		3.1 Recognise words, signs or symbols associated with a familiar topic		3.3 Use illustrations, images and captions to locate information		
Education & Employment	Communication and Language 	Pre entry Reading basic words in familiar context 2.1 - Read and match real objects (cup, spoon, coat, book, snack) to printed words or symbol cards. Read/co-read familiar topic words like daily routines or favourite activities, colours	Pre entry *upper and lowercase letter knowledge and formation games; whiteboard, Velcro & Chrome book activities Criteria 1.1 – Read social sight words and signs. <i>Environmental print walk:</i> Learners explore the school or outdoor area to find real-life signs (STOP, EXIT, TOILET, PUSH, PULL). Take photos and match them to printed cards.	Pre entry *upper and lowercase letter knowledge and formation games; whiteboard, Velcro & Chrome book activities Criteria 2.1 – Read words, signs or symbols linked to everyday vocabulary. <i>Daily routine matching:</i> Use symbol-supported cards (e.g., drink, coat, lunch, home, book). Learners match symbols to real objects or parts of their daily routine	Pre entry *upper and lowercase letter knowledge and formation games; whiteboard, Velcro & Chrome book activities Criteria 1.1 & Criteria 2.1 <i>Role-play shop:</i> Set up a simple shop with labels (open, closed, pay, coins, bag) and everyday items (milk, bread, fruit). Learners read labels, signs, and item names while taking turns as customer and shopkeeper.	Ascentis Assessment week	Ascentis Assessment reviews as appropriate Social Communication activities.	Fun week – social games: Literacy/ phonics bingo, word games, listen and respond activities.
		E1 Main points introduction 2.1- Identify key words in a text on familiar topic - Highlight important information - Discuss what the text is about	E1 2.1 – Identify the main points in a short text on a familiar topic. Learners read a short, illustration-supported text (e.g., “Morning	E1 3.1 – Recognise words, signs or symbols associated with a familiar topic. Topic-based symbol+words search/hunt	E1 3.1 – Recognise words, signs or symbols. Learners complete a matching worksheet using signs from			

		Routine, Going Shopping”). Highlight or match the main points using picture cards with ‘W’ questions. E2 Text Purpose (introduction) 2.1 Recognise the different purposes of texts. Explore labels, signs, instructions - Sort texts by purpose (e.g. story vs sign) - Real-life examples	Routine, Going Shopping”). Highlight or match the main points using picture cards with ‘W’ questions. E2 2.1 – Recognise the different purposes of texts. Explore real-life texts (poster, menu, timetable). Learners sort them into purpose categories: inform, persuade, instruct, <i>tell</i>, <i>entertain</i>.	(e.g., Healthy Eating, Food, Places, Dates). Learners sort symbols/words (fruit, drink, snack) to categories E2 3.1 – Understand the main points in texts. Learners read a short functional text (e.g., school letter). Identify main points using highlighters or sticky notes. Sort into purpose.	the community (STOP, EXIT, TOILET). They match sign → meaning → place found. E2- Adverbials give extra information about an action. 3.2 – Read and understand linking words and adverbials in instructions and directions. 3.3 – Use illustrations, images and captions to locate information. Follow a simple instruction text (recipe or craft). They identify linking words (<i>first, next, after, finally</i>) and use images/captions to find information.			
	TIME: Ascentis LOs and Criteria: LO1 LO2 LO3	Pre entry - Pre – Introduction to Addition and Subtraction (LO 1, LO 5 and 6) LO1 Count to 10	EL1 - Money and Time TIME LO3 Know the different parts of the day		EL2 – Understanding Time LO1 Be able to read and record time in common date formats			

	LO4 LO5-6	Criteria 1.1 Count forwards from 1 to 10 in order 1.2 Count onwards from any number up to 10 1.3 Count items up to 10, recognising that if they are rearranged there are still the same number of items 5.1 Identify 1p, 2p, 5p and 10p coins LO5 Know the names and value of coins involving the numbers from 1 to 10 Criteria: 5.1 Identify 1p, 2p, 5p and 10p coins 5.2 Identify £1 and £2 coins 5.3 Identify £5 and £10 notes LO6 Select notes and coins involving the numbers from 1 to 10 Criteria: 6.1 Choose coins which total 10p in different ways 6.1 Choose coins which total 10p in different ways 6.2 Choose £1 and £2 coins and £5 notes which total £10 in different ways	3.1 Use vocabulary related to the time of day, e.g. midday, morning, afternoon LO4 Be able to recognise time in o'clock times 4.1 Tell the time in o'clock times 4.2 Relate the o'clock times of familiar events to parts of the day LO5 Know the days of the week and their order 5.1 State the days of the week 5.2 Order the days of the week LO6 Know the seasons of the year and their order 6.1 State the seasons of the year 6.2 Order the seasons of the year 6.3 Relate familiar events to the seasons of the year MONEY LO1 Know the names and values of coins and notes involving the whole numbers from 1 to 20 Criteria 1.1 Identify 1p, 2p, 5p 10p and 20p coins 1.2 Identify £1 and £2 coins 1.3 Identify £5, £10 and £20 notes 1.4 Identify the symbols 'p' and '£' in an everyday situation LO2 Be able to select coins and notes involving the whole numbers from 1 to 20	Criteria 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 1.4 Read dates in different formats 1.5 Write dates in different formats LO2 Be able to read time displayed on analogue clocks 2.1 Read time displayed on different analogue clock faces in hours 2.2 Read time displayed on different analogue clock faces in half-hours 2.3 Read time displayed on different analogue clock faces in quarter-hours LO3 Be able to read time displayed on 12-hour digital clocks 3.1 Read time displayed on 12-hour digital clocks in hours, half-hours and quarter-hours LO4 Be able to read time displayed on 24-hour digital clocks 4.1 Read time displayed on 24-hour digital clocks in hours, half-hours and quarter-hours LO5 Know the structure of days and years 5.1 State how many hours are in a day 5.2 State the number of weeks in a calendar year
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		2.1 Choose coins which total up to 20p in different ways 2.2 Choose £1 and £2 coins and £5, £10 and £20 notes to total up to £20 in different ways						
	Number and Problem Solving 	Money Pre entry LO2 :Order digits 1 to 10 Criteria: 2.1 Arrange digits in order of size 1 to 10 2.2 Identify when a number is lower or higher than another, using numbers up to 10 *use real life items to correspond to practical resources E1 Making Amounts (Notes & Coins) 2.1, 2.2- Combine coins and notes to make totals up to 20p- Real-life scenarios (paying for items) - Matching tasks (final total amount to	Time Pre entry 5.1 Identify 1p, 2p, 5p, 10p coins. Coin sorting trays, matching coins to large picture cards, hide and seek coin activity. E1 – ‘...and Time’ 3.1 Use vocabulary: morning, afternoon, evening, night, midday. Picture sorting (activities into time of day), sequencing daily routine, matching clocks to events.	Time Pre entry 5.2 Identify £1 and £2 coins; 5.3 Identify £5 and £10 notes. Real-life purse exploration, matching coins/notes to value cards, role-play “shop” E1 4.1 Tell the time in o’clock; 4.2 Link o’clock times to familiar events. Clock-face making, “What time do we...?” routine cards, time bingo.	Time Pre entry 6.1 Choose coins that total 10p in different ways. Build 10p using coins, coins in column challenges, simple shop game using 10p items. E1 5.1 State days; 5.2 Order days; 6.1 State seasons; 6.2 Order seasons; 6.3 Link events to seasons Days-of-the-week song, ordering strips, season-sorting mats, event-matching (e.g., Christmas → winter)	Ascentis Assessment week	Ascentis Assessment reviews as appropriate Social Comm activities	Role play money use in the community. Play games with time challenges, use timers.

		coins/notes needed) E2 LO2 Be able to calculate the cost of more than one item in pence 2.2-Calculate the cost in pence of more than one item. Add items using number adding skills.	E2 - Understanding Time LO1 – Read & record time in date formats. 1.1–1.5 Months in words/abbreviations, match month to number, read/write dates. Calendar exploration, date-matching cards, write today's date in 3 formats	E2 LO2 & LO3 – Read analogue & 12-hour digital time. 2.1–2.3 Hours, half-hours, quarter-hours; 3.1 Digital times. Analogue clock tasks, digital/analogue matching, “What time is it?” partner games with staff/peer.	E2 LO4 & LO5 – Read 24-hour time & know structure of days/years. 4.1 24-hour times 5.1 Hours in a day; 5.2 Weeks in a year. 24-hour timetable reading, converting 12h ↔ 24h, time-structure questions, building a year timeline			
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	2 Sun printing / sunflowers with Claire 3	3 Sun printing / sunflowers with Claire 1	1 Sun printing / sunflowers with Claire 2	2 Sun printing / sunflowers with Claire 3	3 Sun printing / sunflowers with Claire 1	

		Solar dying / Fabric Art with Jo 3 Land Work with Anna	Solar dying / Fabric Art with Jo 1 Land Work with Anna	Solar dying / Fabric Art with Jo 2 Land Work with Anna	Solar dying / Fabric Art with Jo 3 Land Work with Anna	Solar dying / Fabric Art with Jo 1 Land Work with Anna	Solar dying / Fabric Art with Jo 2 Land Work with Anna	
	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. <u>AQA</u> 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)						
		Pot on succulents & Plant beetroot; fine & gross motor skills, teamwork, partner work	Cress houses; fine motor skills, creativity, plant skills	Cancelled By Ashfield Gardens Alternative learning – gardening at school or core lessons	Cancelled By Ashfield Gardens Halesbury Transition experience.	Presentation Day	Friendship bracelets; fine motor skills, concentration	Harvest veg & Finger knitting; fine & gross motor skills, concentration. (Last week)!!! Have some fun
	College experiences/ Art/ Discover U							
		QAC visit	-Art 2: - About Me: Half portrait collage - take photos of faces - begin researching images to print	ZOO TRIP	-Art 3: - About Me: Half portrait collage - draw outline of second half of head. - placing then glue images on	- complete portraits - work on digital version using Tate Art Art 4. Zoo related art – create images	Personal choice zoo/animal related piece of art – choose media of interest.	Frame work for display. Fun week – social games

			of portraits students like. Print		and drawing sections.	from the zoo trip using choice of media		
Community and Relationships	PSHE  Mrs Ralphs	Safe Relationships To identify what we use to access the internet. Use images. To discuss and recognise what we like to do online. Identify and list using widget. Use images; safe/unsafe Internet Gaming Social Media	Safe Relationships Using image. Discuss using widget if they would download it to play. Discuss if it is fun or not fun, safe or unsafe to play. Using fantasy island game image recognise risks using images – show friends play together, bullying, messages. Using images show how do we pay for it?	Safe Relationships Show and recognise different cartoons and pop up ads. Sort into safe or unsafe things. Show YouTube and use emotion widgits for students to describe how they feel.	Safe Relationships To recognise personal information about self is private. Use widget and pupil Chromebook to recognise login is personal and private. To recognise name and address from images. Who can help us show images for home and school.	Safe Relationships Using images of boys' and girls' students to recognise and identify private body parts. Show that out private parts need to be covered. Show clothing. (NSPCC PANTS resource as needed). Show images of different physical contact. Using images sort if it is good or bad touch.	Safe Relationships Students to sort images of physical contact into I like this touch or I do not like this touch. Discuss what we ask permission (consent) for. Show images as needed.	Safe Relationships Discuss asking permission (consent) if appropriate. Using widget show a scenario. Use widget to say if consent or not. End Assessment
	PE 	Yoga and Gym To move in different ways to music	Yoga and Gym To move in different ways to music	Yoga and Gym To use music in different ways to support my exercise within the class.	Yoga and Gym To use music in different ways to support my exercise within the class.	Yoga and Gym To show an adult different ways you move to music	Yoga and Gym To show an adult different ways you move to music	

		To develop balance and stability across all previously learned and newer poses.	To develop balance and stability across all previously learned and newer poses.	To further master core yoga poses such as downward dog, the warrior pose, the tree pose	To further master core yoga poses such as child's pose, cobra pose, cat-cow pose and corpse pose	To develop smoother transitions between movements by imitating moves.	To develop smoother transitions between movements by imitating moves.	
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INDEPENDENT LIVING CORE:

Unit Title: Independent Living Unit Reference Number: M/600/6146										
Credit Value of Unit: 1	GLH of Unit: 10	Level of Unit: Entry 1								
<table><tr><th>Learning Outcomes</th><th>Assessment Criteria</th></tr><tr><td>The learner will:</td><td>The learner can:</td></tr><tr><td>1. Review progress towards Independent Living.</td><td>1.1. Identify an area where they feel they have increased their independence. 1.2. Identify an area they feel more confident in.</td></tr><tr><td>2. Recognise what Independent Living means to them.</td><td>2.1. State an effect increased independence has had on their life. 2.2. Identify where to get future guidance and advice.</td></tr></table>			Learning Outcomes	Assessment Criteria	The learner will:	The learner can:	1. Review progress towards Independent Living.	1.1. Identify an area where they feel they have increased their independence. 1.2. Identify an area they feel more confident in.	2. Recognise what Independent Living means to them.	2.1. State an effect increased independence has had on their life. 2.2. Identify where to get future guidance and advice.
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Assessment Method

As an E1 unit it is expected that the learner may require some support and prompting when doing the assessment but will be able to provide meaningful and appropriate responses to the tasks. The unit is only assessed at the application stage of the continuum.