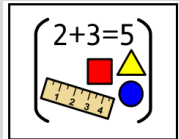
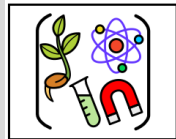


| Halesbury School<br>Medium Term Planning |                                                                                                                         |                                                           |                                                                                                                                                                                                                                |                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                |
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| Class:                                   |                                                                                                                         | Badger Class                                              |                                                                                                                                                                                                                                |                                                                                                                                                                                                                                            | Topic:                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                |
| Area of Learning                         |                                                                                                                         | Week 1<br>1.9.26<br>(3 day week – Bank Holiday and T.day) | Week 2<br>7.9.26                                                                                                                                                                                                               | Week 3<br>14.9.26                                                                                                                                                                                                                          | Week 4<br>21.9.26                                                                                                                                                                                                                                      | Week 5<br>28.9.26                                                                                                                                                                                                                                      | Week 6<br>5.10.27                                                                                                                                                                                                                                 | Week 7<br>12.10.27                                                                                                                                                                                                                              | Week 8<br>19.10.27                                                                                                                                                                                                             |
| Independent Living                       | <div>My Independence</div> <div></div> | Topic: Dressing and Undressing                            |                                                                                                                                                                                                                                |                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                |
|                                          |                                                                                                                         | Intent: Safety and privacy when dressing and undressing.  |                                                                                                                                                                                                                                |                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                |
|                                          |                                                                                                                         | Dressing - I can sort clothes for seasons                 | Dressing Story about rain.<br>Bluey - <a href="https://www.youtube.com/watch?v=pmQ7NmpfHp8&amp;hl=en-GB">https://www.youtube.com/watch?v=pmQ7NmpfHp8&amp;hl=en-GB</a><br><br>Which clothes could Bluey have worn? Dress Bluey. | Dressing Story about snow – Margo and the snow<br><a href="https://www.youtube.com/watch?v=zrASOz98wCc&amp;hl=en-GB">https://www.youtube.com/watch?v=zrASOz98wCc&amp;hl=en-GB</a><br><br>Which clothes could Margo have worn? Dress Margo. | Dressing Story about going to bed.<br>Night Night farm animals - <a href="https://www.youtube.com/watch?v=6Bc-HBcV7SE&amp;hl=en-GB">https://www.youtube.com/watch?v=6Bc-HBcV7SE&amp;hl=en-GB</a><br><br>What do you wear to bed? Select from a choice. | Dressing I can fasten buttons on different outfits.<br><br>Pete the cat and his 4 groovy buttons.<br><a href="https://www.youtube.com/watch?v=py8h1Q3UIbY&amp;hl=en-GB">https://www.youtube.com/watch?v=py8h1Q3UIbY&amp;hl=en-GB</a><br><br>Practice a | Dressing I can fasten zips on different items of clothing<br><br>I can turn the arms in my coat the right way.<br><a href="https://www.youtube.com/watch?v=vTpOYOoJOec&amp;hl=en-GB">https://www.youtube.com/watch?v=vTpOYOoJOec&amp;hl=en-GB</a> | Dressing I can put socks on and off.<br><br>Little sock makes a friend<br><a href="https://www.youtube.com/watch?v=6u_N6h8yxmU&amp;hl=en-GB">https://www.youtube.com/watch?v=6u_N6h8yxmU&amp;hl=en-GB</a><br><br>Matching and Pairing up socks. | Dressing I can put shoes on and off<br><br>Pete the cat I love my white shoes<br><a href="https://www.youtube.com/watch?v=G5nmRZlgc4&amp;hl=en-GB">https://www.youtube.com/watch?v=G5nmRZlgc4&amp;hl=en-GB</a><br><br>Practice |

|  |                                                                                                     |                                                                                              |                                                                                                                                               |                                                                                                                                                                            |                                                                                                                                                    |                                                                                                                                                                  |                                                                                                                                            |                                                                                                                                                                         |                                                                                                                                                               |
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|  |                                                                                                     |                                                                                              |                                                                                                                                               |                                                                                                                                                                            |                                                                                                                                                    | range of buttons – fastening and unfastening.                                                                                                                    |                                                                                                                                            | Design a sock – choose colours and pictures.<br><br>Taking socks on and off.                                                                                            | putting shoes on and off.<br><br>Design an shoe<br><br>Pair up shoes.                                                                                         |
|  |                                                                                                     | Can identify clothes worn in the summer.<br><br>Can identify clothes worn in the winter.     | Can identify clothes worn when it rains.                                                                                                      | Can identify clothes worn when it snows.                                                                                                                                   | Can identify clothes to wear to bed.                                                                                                               | Can independently do buttons on a t-shirt or shirt                                                                                                               | Can close a zip<br><br>Can put clothing on right way                                                                                       | I can take socks off.                                                                                                                                                   | I can take my shoes off.<br>I can push my feet into shoes.<br><br>Can put shoes on independently.                                                             |
|  | <b>Cooking</b><br> | <b>Topic: Basic cooking skills/Life skills</b><br><b>Intent: Kitchen hygiene and safety.</b> |                                                                                                                                               |                                                                                                                                                                            |                                                                                                                                                    |                                                                                                                                                                  |                                                                                                                                            |                                                                                                                                                                         |                                                                                                                                                               |
|  |                                                                                                     |                                                                                              | Understanding that we need to be clean before we handle food.<br><br>Follow visual prompts to wash hands.<br><br>Make chocolate crispy cakes. | Understanding that when we are cooking some equipment is sharp and we need to be safe.<br><br>Making different shapes with playdough.<br><br>Cutting with a plastic knife. | Understanding that when we are cooking some equipment is sharp and we need to be safe.<br><br>Cutting soft foods with a plastic knife and tasting. | Understanding that when we are cooking some equipment is sharp and we need to be safe.<br><br>Cutting salt-dough with different shaped cutters. (decorate later) | Understanding that when we are cooking some equipment is sharp and we need to be safe.<br><br>Using a knife to spread butter/jam on bread. | Understanding that when we are cooking some equipment is sharp and we need to be safe.<br><br>Making cheese spread sandwiches. Cutting out shapes using cookie cutters. | Understanding that when we are cooking some equipment is sharp and we need to be safe.<br><br>Grating cheese. Making grated cheese on toast in the microwave. |

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|                                                                                                                          |                                                                                                                                                                                                                                  |                                                                                                    | I can wash my hands before handling food with adult support and a visual prompt      | I can use a plastic or child safe knife to cut soft foods<br><br>(some with adult support) | I can use a plastic or child safe knife to cut soft foods<br><br>(some with adult support) | I can use cutters to cut shapes out of salt dough | I can spread butter on bread with a plastic or child safe knife with adult support   | I can use cutters to cut shapes                                                      | I can grate soft food (eg cheese) using a grater with adult support |
| Education<br>+<br>Employment                                                                                             | <b>Communication and Language</b><br>                                                                                                           | Fairy Tales                                                                                        |                                                                                      |                                                                                            |                                                                                            |                                                   |                                                                                      |                                                                                      |                                                                     |
|                                                                                                                          |                                                                                                                                                                                                                                  | Makaton Sign of the week...                                                                        |                                                                                      |                                                                                            |                                                                                            |                                                   |                                                                                      |                                                                                      |                                                                     |
|                                                                                                                          |                                                                                                                                                                                                                                  | Who am I and who is in my class. Getting to know the people in Badger Class, routines and systems. | Red Hen                                                                              | Hair Tower                                                                                 | Pig House                                                                                  | Animals                                           | Castle Beanstalk Grow                                                                | Red Wolf girl                                                                        | Children Rats, Hill Cave                                            |
|                                                                                                                          |                                                                                                                                                                                                                                  |                                                                                                    | The Little Red Hen                                                                   | Rapunzel                                                                                   | The 3 Little Pigs                                                                          | The Gingerbread Man                               | Jack and the Beanstalk                                                               | Little Red Riding Hood                                                               | The Pied Piper of Hamlin                                            |
|                                                                                                                          | Pupils will work on targets related to the next steps and EFL targets.<br>Activities will include: Role play, orally storytelling, sequencing, descriptive language, labelling, matching, colourful semantics, sentence writing. |                                                                                                    |                                                                                      |                                                                                            |                                                                                            |                                                   |                                                                                      |                                                                                      |                                                                     |
| <b>Number and Problem Solving</b><br> | Number and Place Value                                                                                                                                                                                                           |                                                                                                    |                                                                                      |                                                                                            |                                                                                            |                                                   |                                                                                      |                                                                                      |                                                                     |
|                                                                                                                          | Who am I and who is in my class.<br>Sorting and grouping the children in the class for different criteria.                                                                                                                       | Number and Place Value                                                                             | Addition and subtraction<br><br>(Number and place value for the children not at A&S) | Addition and subtraction<br><br>(Number and place value for the children not at A&S)       | Number and Place Value                                                                     | Number and place Value                            | Addition and subtraction<br><br>(Number and place value for the children not at A&S) | Addition and subtraction<br><br>(Number and place value for the children not at A&S) |                                                                     |

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|                           |                                                                                                                           | Each child will have their own individual number journey and starting points. The whole class will have the same focus differentiated for the levels of the children. |                                                                                                          |                                                                        |                                                                              |                                                                         |                                                                                  |                                                                                     |                                                                  |
|                           | <div>Science</div> <div></div>           | <b>Topic:</b> Animals including Humans                                                                                                                                |                                                                                                          |                                                                        |                                                                              |                                                                         |                                                                                  |                                                                                     |                                                                  |
|                           |                                                                                                                           | <b>Intent:</b> Develop students’ understanding of the basic biology and life processes of animals, with a focus on humans.                                            |                                                                                                          |                                                                        |                                                                              |                                                                         |                                                                                  |                                                                                     |                                                                  |
|                           |                                                                                                                           | What is an animal?<br>Sorting animals and not animals.                                                                                                                | What is a fish?<br>What characteristics do all fish have?                                                | What is a bird?<br>What characteristics do all birds have?             | What is a reptile?                                                           | What is a mammal?                                                       | Grouping animals in different ways.                                              | Humans are animals too.                                                             | All animals group.<br>Grouping pictures and ordering for growth. |
|                           |                                                                                                                           | I can name some animals and say what they look like.                                                                                                                  | I can name some animals and say what they look like.                                                     | I can name some animals and say what they look like.                   | I can name some animals and say what they look like.                         | I can name some animals and say what they look like.                    | I can talk about my body and name simple parts (eyes, ears, mouth, hands).       | I can say how I grow and change (baby → child).                                     |                                                                  |
|                           |                                                                                                                           | I can notice and describe simple differences between animals.                                                                                                         | I can describe and compare the structure of common animals (fish, birds, mammals, reptiles, amphibians). |                                                                        |                                                                              |                                                                         | I can name and locate parts of the human body.                                   | I can describe how humans and animals change as they grow.                          |                                                                  |
| Community + Relationships | <div>World Around Us</div> <div></div> | <b>Subject:</b> History <b>Topic:</b> Black History                                                                                                                   |                                                                                                          |                                                                        |                                                                              |                                                                         |                                                                                  |                                                                                     |                                                                  |
|                           |                                                                                                                           | <b>Intent:</b> Celebrating heroes                                                                                                                                     |                                                                                                          |                                                                        |                                                                              |                                                                         |                                                                                  |                                                                                     |                                                                  |
|                           |                                                                                                                           | Talking about people we know in class, in school at home.<br>Discussing their similarities and differences.                                                           | Bob Marley – link to music curriculum.<br><br>One love<br>3 little Birds<br>(Jessie Powell – music and   | Ella Fitzgerald – link to music curriculum.<br><br>A Tisket a Tasket – | Usain Bolt<br>Who is Usain?<br>Where does he come from?<br>Why is he famous? | Jude Bellingham?<br>Who is he?<br>Where does he come from?<br>Why is he | Alma Thomas<br>Artist<br>Who is she?<br>Where is she from?<br>Why is she famous? | Mae Jemison<br>Astronaut<br>Who is she?<br>Where is she from?<br>Why is she famous? |                                                                  |





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|  | <p>What is printing?</p> <p>Looking at a range of images made from printing.</p> <p>Watch demo of printing.</p> <p>Experiment printing with different materials/objects.</p>                                 | <p>Circle printing</p> <p>Using different circles to make a print. Investigating colour and size</p> <p>.</p>                                 | <p>Nature printing.</p> <p>Finding different items outside that have a texture/pattern that we can print with .</p> <p>Include feathers to link with science.</p> | <p>Lego and duplo printing to make images of brick houses related to the 3 little pigs. What does your house look like?</p> | <p>Foil prints.</p> <p>Using foil and felt-tips.</p> <p>Colour the foil. Draw on it with cotton buds. Place paper on top and make a print.</p> | <p>Link to TWAU. Almas art.</p> <p>Make a rainbow print using different objects and the correct colours.</p> <p>Choose objects and print by matching colours.</p> | <p>Foam printing</p> <p>Using foam shapes to fill the image of an animal – leaving gaps in between.</p> | <p>Parent workshop</p> <p>Clay printing</p> <p>Make a clay tile by rolling it out.</p> <p>Use a range of items to print into the clay. (practice first on play dough to decide which you want to use.</p> |  |
|                                                                                   | <p>I can experiment with a range of paints and media.</p> <p>I can explore and play with different materials, textures, and tools.</p> <p>I can use tools and materials safely and with growing control.</p> |                                                                                                                                               |                                                                                                                                                                   |                                                                                                                             |                                                                                                                                                |                                                                                                                                                                   |                                                                                                         |                                                                                                                                                                                                           |  |
|                                                                                   | PE                                                                                                                                                                                                           | <p><b>Topic:</b> Hand eye coordination</p> <p><b>Intent:</b> Explore coordination using various equipment like beanbags, balls, and bats.</p> |                                                                                                                                                                   |                                                                                                                             |                                                                                                                                                |                                                                                                                                                                   |                                                                                                         |                                                                                                                                                                                                           |  |



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| <p>Watching video to learn about Boccia<br/> <a href="https://www.bbc.co.uk/teach/supermovers/articles/znhrpmn">https://www.bbc.co.uk/teach/supermovers/articles/znhrpmn</a></p> <p>Practice throwing overarm and underarm.</p> <p>How close can you get it to the target? (from sitting down)<br/>         Target practice – hoops on floor and raised nets</p>                                                                      | <p>Sitting in a circle with a cone in a big hoop.</p> <p>Using beanbags with scarves attached – how close can you get?</p> | <p>Make indoor courts using the benches. Have a small white ball to aim at. How close can the players get to the white ball?</p> | <p>Bet out the Boccia set.</p> <p>Use the benches to make the sides of the court.</p> <p>Have one bench to roll the balls down. How close can you get?</p> | <p>Introduce the curling game. Practice moving the objects by sliding. Can you get close to the target?</p> | <p>Practice accuracy skills.</p> <p>Can you get objects close to the targets in a variety of situations?<br/>         Then play curling – transference of skills.</p> |
| <p>GROUP 1</p> <p>I can move objects in a deliberate way -(throw, roll, drop).<br/>         I can move objects intentionally towards a target<br/>         I can manipulate a variety of objects - rolling</p> <p>GROUP 2</p> <p>I can roll a ball towards a medium target area *(hoop)<br/>         I can manipulate a variety of objects - throwing towards a medium area (hoop)<br/>         I can perform an underhand throw.</p> |                                                                                                                            |                                                                                                                                  |                                                                                                                                                            |                                                                                                             |                                                                                                                                                                       |
| Dance: Ms Rachel – outdoor provider.                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                            |                                                                                                                                  |                                                                                                                                                            |                                                                                                             |                                                                                                                                                                       |
| Ms Rachel will lead the dance lessons and use the science focus of 'Animals' as a stimulus.                                                                                                                                                                                                                                                                                                                                           |                                                                                                                            |                                                                                                                                  |                                                                                                                                                            |                                                                                                             |                                                                                                                                                                       |

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|                                       |                   | <p>I can responding to music by moving to the beat.</p> <p>I am starting to express ideas/concepts through dance (e.g., representing animals, weather)</p>                                                              |                                                                                                                                                              |                                                                                                                                                           |                                                                                                                                                                         |                                                                                                                                                                                                                 |                                                                                                                                                                 |                                                                                                                                                                |                                                                                                                                                   |
| Curriculum Enhancement                | Forest school     | <p>The children will have Forest School every Tuesday morning this half term from 9.30 – 10.30 am.</p> <p>They will work on learning a range of social, academic and problem solving skills in the outdoor setting.</p> |                                                                                                                                                              |                                                                                                                                                           |                                                                                                                                                                         |                                                                                                                                                                                                                 |                                                                                                                                                                 |                                                                                                                                                                |                                                                                                                                                   |
| Zones of Regulation and Interoception | My Body           |                                                                                                                                                                                                                         | My Body Interoception. Introduce 'The Green Zone' A story about being calm and happy.                                                                        | My Body Interoception. Recap on the Green zone – Relaxation lesson. Draw around body – how does our body feel when we are in the green zone               | My Body Interoception. Introduce the Red Zone – Story <a href="https://www.youtube.com/watch?v=ptDqMeAcn9w">https://www.youtube.com/watch?v=ptDqMeAcn9w</a>             | My Body Interoception Recap on the Red Zone <a href="https://www.youtube.com/watch?v=wylzbbsL668">https://www.youtube.com/watch?v=wylzbbsL668</a> Draw round body – what happens to our body when we are angry. | My Body Interoception Introduce Blue zone <a href="https://www.youtube.com/watch?v=UwLLfYWTPi0">https://www.youtube.com/watch?v=UwLLfYWTPi0</a>                 | My Body Interoception Recap on blue Zone – what happens to our body when we are sad.                                                                           | My Body – Interoception <a href="https://www.youtube.com/watch?v=VCyiiHI2SJU">https://www.youtube.com/watch?v=VCyiiHI2SJU</a>                     |
|                                       | RELAXATION SKILLS | Bubble Bounce<br><a href="https://www.youtube.com/watch?v=UEuFi9PxKuo&amp;hl=en-GB">https://www.youtube.com/watch?v=UEuFi9PxKuo&amp;hl=en-GB</a>                                                                        | <b>Rainbow relaxation</b><br><a href="https://www.youtube.com/watch?v=IlbBI-BT9c4&amp;hl=en-GB">https://www.youtube.com/watch?v=IlbBI-BT9c4&amp;hl=en-GB</a> | Rainbow bubble breathing<br><a href="https://www.youtube.com/watch?v=1XK35VqYFc&amp;hl=en-GB">https://www.youtube.com/watch?v=1XK35VqYFc&amp;hl=en-GB</a> | Kiboomers feelings and emotions song<br><a href="https://www.youtube.com/watch?v=M7fPgP9feYc&amp;hl=en-GB">https://www.youtube.com/watch?v=M7fPgP9feYc&amp;hl=en-GB</a> | Dragon Breathing<br><a href="https://www.youtube.com/watch?v=bCL4rcWsAeE&amp;hl=en-GB">https://www.youtube.com/watch?v=bCL4rcWsAeE&amp;hl=en-GB</a>                                                             | Yoga bugs - finger breathing<br><a href="https://www.youtube.com/watch?v=c2U3iBJonmU&amp;hl=en-GB">https://www.youtube.com/watch?v=c2U3iBJonmU&amp;hl=en-GB</a> | Yoga guppy - fish breathing<br><a href="https://www.youtube.com/watch?v=O1hKRtDclXI&amp;hl=en-GB">https://www.youtube.com/watch?v=O1hKRtDclXI&amp;hl=en-GB</a> | Star breathing<br><a href="https://www.youtube.com/watch?v=PTrg661TOMg&amp;hl=en-GB">https://www.youtube.com/watch?v=PTrg661TOMg&amp;hl=en-GB</a> |

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|  | SENSORY BREAKS | Action songs from your seat<br><a href="https://www.youtube.com/watch?v=qsonHTjcnj4&amp;hl=en-GB">https://www.youtube.com/watch?v=qsonHTjcnj4&amp;hl=en-GB</a> | Tracing<br><a href="https://www.youtube.com/watch?v=vUqn5SPRoeU&amp;hl=en-GB">https://www.youtube.com/watch?v=vUqn5SPRoeU&amp;hl=en-GB</a> | Old MacDonald - body percussion<br><a href="https://www.youtube.com/watch?v=d0EcC4DJCFc&amp;hl=en-GB">https://www.youtube.com/watch?v=d0EcC4DJCFc&amp;hl=en-GB</a> | Tracing - 2<br><a href="https://www.youtube.com/watch?v=8yU183H8pLE&amp;hl=en-GB">https://www.youtube.com/watch?v=8yU183H8pLE&amp;hl=en-GB</a> | Wellerman - body percussion<br><a href="https://www.youtube.com/watch?v=xrVa19LI2M0&amp;hl=en-GB">https://www.youtube.com/watch?v=xrVa19LI2M0&amp;hl=en-GB</a> | Eye exercises<br><a href="https://www.youtube.com/watch?v=mYxQ2REUS68&amp;list=UUM8Vwsnf4z-ACDg7xPrab3A&amp;hl=en-GB">https://www.youtube.com/watch?v=mYxQ2REUS68&amp;list=UUM8Vwsnf4z-ACDg7xPrab3A&amp;hl=en-GB</a> | Cotton eye Joe<br><a href="https://www.youtube.com/watch?v=gUONydvmlIvc&amp;list=RDgUONydvmlIvc&amp;start_radio=1">https://www.youtube.com/watch?v=gUONydvmlIvc&amp;list=RDgUONydvmlIvc&amp;start_radio=1</a> | Tracing<br><a href="https://www.youtube.com/watch?v=zpy4Pc4sLSI&amp;list=UUM8Vwsnf4z-ACDg7xPrab3A&amp;hl=en-GB">https://www.youtube.com/watch?v=zpy4Pc4sLSI&amp;list=UUM8Vwsnf4z-ACDg7xPrab3A&amp;hl=en-GB</a> |
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Tidy up/clean up song - [https://www.youtube.com/watch?v=oH2LG8pCuCM&list=RDoH2LG8pCuCM&start\\_radio=1](https://www.youtube.com/watch?v=oH2LG8pCuCM&list=RDoH2LG8pCuCM&start_radio=1)