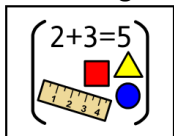
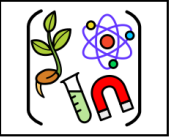
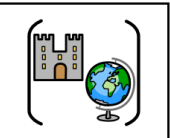
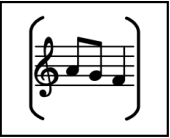


Halesbury School Medium Term Planning									
Class:		Sapphire			Topic: Courage and Bravery				
Area of Learning		Week 1 Date: 01.09.26	Week 2 Date 07.09.26	Week 3 Date: 14.09.26	Week 4 Date: 21.09.26	Week 5 Date: 28.09.26	Week 6 Date: 05.10.26	Week 7 Date: 12.10.26	Week 8 Date:19.10.26
Independent Living	My Independence 	Inset Day	Topic: Dressing and Undressing Independently able to do a button. <i>Can independently do buttons on a t-shirt or shirt</i>	Topic: Dressing and Undressing Independently able to do a zipper <i>Can close a zipper</i>	Topic: Dressing and Undressing Independently able to take shirt/cardigan off <i>Can take shirt/cardigan off</i>	Topic: Dressing and Undressing Pack a bag for “school” <i>Can pack their own school bag</i>	Topic: Dressing and Undressing Pack a bag for a hot holiday <i>I can pack for a hot holiday</i>	Topic: Dressing and Undressing Pack a bag for a cold holiday <i>I can pack for a cold holiday</i>	Topic: Dressing and Undressing Choose clothes for a sports day <i>Can identify clothes to wear for a sporting activity</i>
	Cooking 	Topic: Basic cooking skills/ life skills Watch a “how to” wash hands video Sequencing washing hands <i>I can wash my hands before handling food</i>	Topic: Basic cooking skills/ life skills Watch a video on making a cornflake cake Sequencing - Chocolate corn flake cake (Gluten free) <i>I can plan a simple meal with adult support eg choose fruit or crisps for a snack</i>	Topic: Basic cooking skills/ life skills Watch a video on mixing techniques Practice mixing skills with different foods <i>I can use a mixing bowl and spoon in role play</i>	Topic: Basic cooking skills/ life skills Wash hands with adult support Making a chocolate cornflake cake (Gluten free) <i>I can wash my hands before handling food</i>	Topic: Basic cooking skills/ life skills Wash hands. Recap on steps to making chocolate cornflake cakes Sequence the steps they took to making the cornflake cakes <i>I can wash my hands before handling food</i>	Topic: Basic cooking skills/ life skills <i>Watch a video on making cupcakes</i> Choose ingredients needed to make cupcakes <i>I can plan a simple meal with adult support eg choose fruit or crisps for a snack</i>	Topic: Basic cooking skills/ life skills <i>Wash hands with visual support</i> Making cup cakes (Gluten free) <i>I can wash my hands before handling food</i>	Topic: Basic cooking skills/ life skills Wash hands independently Sequencing washing hands <i>I can wash my hands before handling food</i>
Education + Employment	Communication and Language 	Inset Day	Story: Peter Pan Link <i>Individual target work and workstations. Phonics focus</i>	Story: Peter Pan Link <i>Individual target work and workstations. Phonics focus</i>	Story: Princess and the frog Link <i>Individual target work and workstations. Phonics focus</i>	Story: Princess and the frog Link <i>Individual target work and workstations. Phonics focus</i>	Story: Moana Link <i>Individual target work and workstations. Phonics focus</i>	Story: Moana Link <i>Individual target work and workstations. Phonics focus</i>	Story: Aladdin Link <i>Individual target work and workstations. Phonics focus</i>
	Number and Problem Solving 	Inset Day	Topic: Number and place value Group 1: Sorting objects Group 2: Count by making groups of tens <i>Individual target work and workstations</i>	Topic: Number and place value Group 1: Count Objects Group 2: Groups of tens and ones <i>Individual target work and workstations</i>	Topic: Number and place value Group 1: Count Objects Group: Partition into tens and ones <i>Individual target work and workstations</i>	Topic: Number and place value Group 1: Recognise numbers as words Group 2: Partition into tens and ones <i>Individual target work and workstations</i>	Topic: Number and place value Group 1: Recognise numbers as words Group 2: Number line to 50 <i>Individual target work and workstations</i>	Topic: Number and place value Group 1: Counting on Group 2: Estimate on a number line to 50 <i>Individual target work and workstations</i>	Topic: Number and place value Group 1: Counting on Group 2: One more, One less <i>Individual target work and workstations</i>

	Science 	Inset Day	Topic: Animals including humans Recognise different animals and what they look like. Sorting game. <i>I can name some animals and say what they look like.</i>	Topic: Animals including humans Identify main body parts and their functions. Name and label body parts. <i>I can name and locate parts of the human body.</i>	Topic: Animals including humans Explore how humans use senses to understand the world. Guess the animal sounds Sensory trays <i>I can use my senses to explore the world.</i>	Topic: Animals including humans Understand that humans grow from babies to adults Sequence human life <i>I can say how I grow and change (baby → child).</i>	Topic: Animals including humans Recognise basic needs of animals. Interactive game caring for pets <i>I can talk about what animals and humans need to live (food, water, shelter).</i>	Topic: Animals including humans Recognise basic needs of humans. <i>I can talk about what animals and humans need to live (food, water, shelter).</i>	Topic: Animals including humans Understand that animals grow and change over time. Story sequencing of a chick hatching. <i>I can describe how humans and animals change as they grow.</i>
Community + Relationships	World Around Us 	Inset Day	Topic: Black History All about Dr. Charles R. Drew Play a game of operation <i>I can talk about important people and events from a long time ago.</i>	Topic: Black History All about Maya Angelou Sequencing of “life doesn’t frighten me” <i>I can talk about important people and events from a long time ago.</i>	Topic: Black History All about Jackie Robinson Complete a portrait of Jackie Robinson <i>I can talk about important people and events from a long time ago.</i>	Topic: Black History All about Jane Bolin Make Jane Bolin’s court room <i>I can talk about important people and events from a long time ago.</i>	Topic: Black History All about Ruby Bridges Sequence key events in Ruby Bridges life. <i>I can talk about important people and events from a long time ago.</i>	Topic: Black History Faith Ringgold Create a piece of artwork in Faith Ringgold’s style. <i>I can talk about important people and events from a long time ago.</i>	Topic: Black History Simone Biles Engage in a short circuit practicing balance and co-ordination. <i>I can talk about important people and events from a long time ago.</i>
	PHSE 	Topic: Friendship Picture of the lost boys – word bank with good qualities of a good friend. <i>To begin to recognise qualities that make a good friend.</i>	Topic: Friendship Picture of captain hook – Word bank with qualities of a bad friend. <i>I can listen to stories, videos, and social stories to explore what makes a good friend.</i>	Topic: Friendship Use picture cards showing emotions (happy, sad, angry, surprised) and ask children to match them to the characters (When Tiana doesn’t want to keep her promise) <i>I can begin to recognise emotions in others using simple stories.</i>	Topic: Friendship Read Harolds worst nightmare (Twinkle) Use kind and unkind flash cards whilst reading the story as part of a whole class activity. <i>I can show a simple understanding of positive interactions with others with support.</i>	Topic: Friendship Sort Kind and unkind choices into two columns. <i>I can show a simple understanding of positive interactions with others with support.</i>	Topic: Friendship Learning to share power-point (Twinkle) Link <i>I can begin to understand the concept of sharing toys and taking turns in activities</i>	Topic: Friendship Recap on sharing story then participate in a turn taking game in pairs. <i>I can begin to understand the concept of sharing toys and taking turns in activities</i>	Topic: Friendship Engage in watching a friendship song. Link Choose a friend and make a bracelet to give to them <i>I can begin to understand the concept of sharing toys and taking turns in activities</i>
Health + Wellbeing	Music 	Inset Day	Topic: Music of Heroes Aretha Franklin Body percussion Listen and follow along with the body percussion. Link <i>I can keep a simple beat with instruments or body (e.g., clapping, tapping)</i>	Topic: Music of Heroes Aretha Franklin Use everyday objects/instruments and tap to the beat. Link <i>I can keep a simple beat with instruments or body (e.g., clapping, tapping)</i>	Topic: Music of Heroes Whitney Houstin Higher love body percussion Listen and follow along with the body percussion. Link <i>I can keep a simple beat with instruments or body (e.g., clapping, tapping)</i>	Topic: Music of Heroes Whitney Houstin Higher love Use everyday objects/instruments and tap to the beat. Link <i>I can keep a simple beat with instruments or body (e.g., clapping, tapping)</i>	Topic: Music of Heroes Stevie Wonder Sir Duke body percussion Listen and follow along with the body percussion. Link <i>I can keep a simple beat with instruments or body (e.g., clapping, tapping)</i>	Topic: Music of Heroes Stevie Wonder Sir Duke Use everyday objects/instruments and tap to the beat. Link <i>I can keep a simple beat with instruments or body (e.g., clapping, tapping)</i>	Topic: Music of Heroes Bob Marley Body percussion Listen and follow along with the body percussion. Link <i>I can keep a simple beat with instruments or body (e.g., clapping, tapping)</i>

	I.T 	Topic: Safety and security Watch video on Internet safety <i>I can understand simple boundaries (e.g., “We ask an adult before using the iPad”).</i>	Topic: Safety and security Traditional tales internet safety discussion (Twinkle) use widget symbols <i>I know what to do if something online makes them unhappy — tell an adult.</i>	Topic: Safety and security Create a poster on Internet safety <i>I know that digital devices must be used carefully.</i>	Topic: Safety and security Buddy the dog’s internet safety (twinkle) <i>I can understands simple boundaries (e.g., “We ask an adult before using the iPad”).</i>	Topic: Safety and security Safe and unsafe sorting activity <i>I know that digital devices must be used carefully.</i>	Topic: Safety and security Being safe online – who are our trusted Adults <i>I know what to do if something online makes them unhappy — tell an adult.</i>	Topic: Safety and security Safe and unsafe online, do’s and Don’ts when online <i>I know that digital devices must be used carefully.</i>	Topic: Safety and security Revisit Traditional tales internet safety discussion. <i>I know what to do if something online makes them unhappy — tell an adult.</i>
	Art 	Topic: Prints Use different materials to print onto Island template (sponges, brushes) <i>I can choose colours, shapes, and materials I like to use.</i>	Topic: Prints Finger painting crocodile scales. <i>I can use a variety of techniques, textures, and materials in my artwork.</i>	Topic: Prints Use potatoes to print different textures onto a outline of a pond. <i>I can use a variety of techniques, textures, and materials in my artwork.</i>	Topic: Print Use vegetables for a textured effect onto a outline of the frog from “princess and the frog” <i>I can use a variety of techniques, textures, and materials in my artwork.</i>	Topic: Print Use leaves to print and create a picture of coconut trees. <i>I can choose colours, shapes, and materials I like to use.</i>	Topic: Print Use wooden blocks to create a ship <i>I can choose colours, shapes, and materials I like to use.</i>	Topic: Print Use the bottom of different style bottles to create an image of a cave full of treasure <i>I can use tools and materials safely and with growing control.</i>	Topic: Print Use different materials to decorate our own magic carpet. <i>I can choose colours, shapes, and materials I like to use.</i>
	PE 	Topic: Hand eye co-ordination Mirror me – children mirror movements head, shoulders, knees, toes to start. Repeat with scarfs. <i>I can copy body parts and movements (ie Touch your head, lift your arms)</i>	Topic: Hand eye co-ordination Mirror me – children mirror movements head, shoulders, knees, toes to start. Repeat with scarfs. <i>I can copy body parts and movements (ie Touch your head, lift your arms)</i>	Topic: Hand eye co-ordination Watch a Danny go video, mimic the movements in his video i.e side to side, jumping, touching toes etc. <i>I can copy body parts and movements (ie Touch your head, lift your arms)</i>	Topic: Hand eye co-ordination Watch a Danny go video, mimic the movements in his video i.e side to side, jumping, touching toes etc. <i>I can copy body parts and movements (ie Touch your head, lift your arms)</i>	Topic: Hand eye co-ordination Group 1 -Practice throwing and catching with an adult. Group 2 – Practice throwing a bean bag into a hoop. <i>I can manipulate a variety of objects - throwing towards a medium area (hoop)</i>	Topic: Hand eye co-ordination Group 1 -Practice throwing and catching with an adult. Group 2 – Practice throwing a bean bag into a hoop. <i>I can manipulate a variety of objects - throwing towards a medium area (hoop)</i>	Topic: Hand eye co-ordination Line of 3 hoops, Children to throw a bean bag into all three hoops of different distances. <i>I can throw an object different distances by changing the force.</i>	Topic: Hand eye co-ordination Line of 3 hoops, Children to throw a bean bag into all three hoops of different distances. <i>I can throw an object different distances by changing the force.</i>