

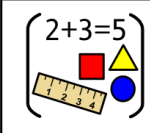
Halesbury School

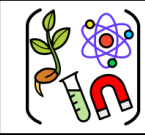
Medium Term Planning

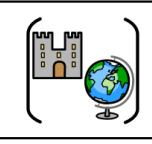
Class: Amethyst		Topic: Justice and Fairness							
Area of Learning		Week 1 Date:	Week 2 Date:	Week 3 Date:	Week 4 Date:	Week 5 Date:	Week 6 Date:	Week 7 Date:	Week 8 Date:
Independent Living	My Independence	Shopping for a present: What Is a present? Show a wrapped present. Ask: What is it? When do we give presents? Use photos of: birthdays, Christmas weddings and a new baby. Are there any other occasions when we give presents (cultural or religious events). Explore real presents and sort into	Shopping for a present: Choosing a present. Show pictures of different people such as a baby, child, mum, grandad. Give a range of gifts for children to choose from for each of the people. Explain why they chose each one – use symbols: to play with, to wear, to look at etc. Present Detective: Place clues in envelopes. Example:	Shopping for a present: Paying for a present. Explore real coins. Match coin to coin or coin to amount. Sort 1p, 2p, 5p, 10p's into groups. Explore real coins of higher value. Match coin to coin or coin to amount. Sort 20p, 50p, £1 and £2 into groups.	Shopping for a present: Role play toy shop. With teddies, dolls, books, toys, etc. Children to browse, choose and pay. Key vocabulary or symbols: Please, thank you, I would like..., how much? Repeat activity with a stationary shop.	Shopping for a present: Wrapping a present. After demonstrating, children to choose a gift, wrap it, add a tag and bow/ribbon if they want to. Skills developed: fine motor skills, following instructions and independence. Start with square or rectangular gifts, then repeat activity with unusual shaped gifts to expand on wrapping skills.	Shopping for a present: Receiving a gift. Look at The Perfect Present by Fiona Robertson. Discuss using emotion cards how it makes the person giving and receiving the gift might feel. Children find out what gift from a choice of small gifts a friend in	Shopping for a present: Present hunt and bingo (looking carefully). Give each pair of children a shopping list with pictures. Have duplicate pictures around the playground. Each pair of children with an adult find the picture and tick it off their list. Each child has a bingo card with several items on. The caller shows a card and the child with that item puts up their hand to get the	Shopping for a present: My Dream Gift Shop Look at a range of gift shops and how they display their items. Using symbols, design a shop and decide what gifts to sell. How would you display the gifts in your shop? Would you sell only one sort of gift or a range? Add price labels to your items. Buy an item from the school tuck shop remembering to ask how much something is and paying the correct amount.
									

		presents and not presents. Use items like a teddy, flowers, book, banana, toothbrush etc.	Picture clues: Likes football, wears a football shirt and plays outside. Children choose between picture present choices of a football, teddy or flowers.				the class would like. They wrap the gift. Support to walk to the friend, give the present, say/sign 'for you'. The friend to take the present, say/sign 'thank you'.	card. The first child to complete their card is the winner.	
	Cooking  TOPIC: BASIC COOKING SKILLS	Introduction to Food Tech Recap on rules, hygiene, health & safety <i>I can identify basic safety rules in the kitchen</i>	Kitchen Bingo Play bingo finding equipment as it has all moved since last term	Life Skills Use a kettle safely Everyone to make a hot drink with adult support. Talk about staying safe when using a kettle and carrying a hot drink.	Life Skills Use a toaster safely Everyone to make a piece of toast and spread with butter. Talk about staying safe when using a toaster. <i>I can use a toaster with adult support</i>	Skill - Boiling Make beans on toast. Recap on using the toaster safely from last week. Boil beans in a saucepan <i>I can boil food with adult support</i>	Skill - Spreading Make cheese or ham sandwich Practise spreading butter on both pieces of bread <i>I can follow a simple recipe (or verbal instructions)</i>	Life Skills Weighing & Measuring Practise weighing out different ingredients - flour, butter, sugar <i>I can use digital scales to weigh dry ingredients with adult support</i>	Skill - Baking Remind about using the oven safely Make Autumn/Halloween biscuits using weighing skills practised last week <i>I can take food out of the oven using oven gloves with adult support</i>

				<i>I can use a kettle with adult support</i> <i>*Changed due to safety concerns. Students will now make a piece of toast using the toaster with adult support. This will be repeated next week to try and build some independence</i>			<i>to make a sandwich with adult support</i> <i>I can spread butter on bread independently</i>		
Education + Employment	Communication and Language 	My Autobiography Lesson 1 What is an autobiography? (Speaking & Listening) Who Am I? Introduce themselves Share favourite things Use sentence stems: 'My name is...', 'I like...' Use widget	Lesson 1 (Reading) Family Words Read labels and match words to family pictures Lesson 2 (Writing) My Family Write simple sentences or copy labels. Lesson 3 (Speaking & Listening) My Daily Routine Sequence daily activities	Lesson 1 (Writing) My Day Timeline Create simple timeline and write captions Introduction to Biographies Lesson 2 (Speaking & Listening) What Is a Biography? Compare talking about yourself to describing others.	Lesson 1 (Speaking & Listening) Interview a Teaching Assistant Ask prepared questions with widgets. Teaching Assistant to give prepared answers with widgets. Lesson 2 (Reading) Match questions to answers and read answers.	Lesson 1 (Reading) Read a simple fact file about a Firefighter and identify key information Lesson 2 (Writing) Write 1-3 sentences about a Firefighter from the fact file. Lesson 3 (Speaking & Listening) Look at a simple biography of	Lesson 1 (Writing) Write 1-3 facts from the simple biography of Jude Bellingham. Biography Features Lesson 2 (Speaking & Listening) Sequencing a Life Story Retell events using picture	Lesson 1 (Speaking & Listening) Questions About a Person Practise who, what, where, when questions Lesson 2 (Reading) Reading for Facts Locate answers in a short biography Lesson 3 Creating a Biography (Speaking & Listening)	Lesson 1 (Reading) Read a simple biography about Beyoncé Lesson 2 (Writing) Write 1-3 sentences using the information read about Beyoncé. Lesson 3 (Speaking & Listening) Read your facts to an adult. Lesson 4 (Reading) Read a friend's biography about

		symbols to support. Lesson 2 (Writing) All About Me Complete simple sentences (use widgets to support if needed). Draw self-portrait	Retell day using pictures Lesson 4 (Reading) My Day Story Read a simple daily routine text Order picture cards.	Lesson 3 (Reading) Read a Simple Biography Shared reading about a teacher. Find key facts and retrieve information Lesson 4 (Writing) Teacher Fact File Record facts about a teacher using widgets to support.	Lesson 3 (Writing) Biography Sentences Write 1-3 facts about a Teaching Assistant Reading Different Biographies Lesson 4 (Speaking & Listening) People Who Help Us Discuss firefighters, nurses, police officers using widgets to support.	Jude Bellingham. Discussion about children's sporting interests to do or watch. Lesson 4 (Reading) Read the simple biography of Jude Bellingham and answer questions.	cards (baby, toddler, child, adult, old person). Lesson 3 (Reading) Finding and sequencing time words. Use first, then, next, finally. Lesson 4 (Writing) Using time words to sequence sentences.	Interview a friend and gather information. Use widget symbols to support. Lesson 4 (Writing) Write 1-3 facts about a friend using information gathered.	Beyoncé with adult support. Verbally answer simple comprehension questions.
	Number and Problem Solving 	Rote counting to 10. Compare numbers or groups of objects to 10 using more than, less than, equal to. Compare up to 20 using,	Rote counting to 10. Compare numbers or groups of objects to 10 using more than, less than, equal to. Compare up to 20 using,	Order numbers to 10 correctly. Use practical resources to make addition calculations to 5. Ordinal numbers 1st, 2nd, 3rd.	Order numbers to 10 correctly. Use practical resources to make addition calculations to 5. Ordinal numbers 1st, 2nd, 3rd.	Recognising 1 or lots. Recognising small groups to 5 are the same or different. Number bonds to 5. I can collect data using a tally chart.	Recognising 1 or lots. Recognising small groups to 5 are the same or different. Number bonds to 5.	Give or take 2/3 objects from a group of 5 or more and know how many now. Write numbers to 10. Recognise = sign. Rote count/order to 20.	Give or take 2/3 objects from a group of 5 or more and know how many now. Write numbers to 10. Recognise = sign. Rote count/order to 20.

		smaller, less than, before. Count forwards/backwards from any number within 50.	smaller, less than, before. Count forwards/backwards from any number within 50.	Read/write/order numbers to 100.	Read/write/order numbers to 50/100.		I can collect data using a tally chart.	I can represent data in a block diagram.	I can represent data in a block diagram.
	Science 	I know simple life cycles of plants and animals. Learn that plants start as a seed or bulb and that animals start from an egg or are born live. The beginning of the life cycle sorting activity using picture cards. Group into seeds/bulbs, egg and live birth.	I know simple life cycles of plants and animals. Butterfly life cycle. Introduce via The Very Hungry Caterpillar Story. Look at films of real caterpillars eating leaves, making a cocoon and turning into a butterfly. Use pictures of a caterpillar, leaf, cocoon, and butterfly. Place them in the correct order. Set up a butterfly	I know simple life cycles of plants and animals. Learn about the different stages of a broad bean plant. Plant broad beans in clear cups so the roots can be seen. Match symbols to pictures: seed → shoot → plant → flower. Take weekly photos. Sequence photos in order against original sorting to compare.	I know simple life cycles of plants and animals. Fruit Tree Life Cycle: Seed → Shoot/Sapling → Fruit Tree → Fruit Tree with blossom → Fruit with Seeds. Explain: The seeds inside the fruit can grow into a new tree. Provide: Apples, pears, peaches and plums Adult to cut fruits open for children to explore. Does it have one or lots of seeds?	I can describe differences in life cycles of mammals, amphibians, insects and birds. Mammals: Watch 'What are mammals and their lifecycle. Talk about: babies grow inside their mum, are born live and drink milk from their mum. Look at the next stages in dogs and cats. Put the stages into the correct order. Watch 'The lifecycle of a	I can describe differences in life cycles of mammals, amphibians, insects and birds. Birds: Watch National Geographic Kids: Chickens. Sequence: egg → chick → adult bird. Gather materials from Forest School to make a nest (bring	I can describe differences in life cycles of mammals, amphibians, insects and birds. Amphibian: Understand what an amphibian is and how it is different to a reptile with reference to where they lay their eggs and how the eggs are different. Key idea: Amphibians lay their eggs in water and they are more like jelly. Reptiles lay eggs on land	I can describe differences in life cycles of mammals, amphibians, insects and birds. Insects: Watch a speeded up version of a ladybird's lifecycle showing how they come out of the egg and change several times before becoming an adult ladybird. Using models sequence: egg → larvae → pupae → adult. Make a life cycle wheel. Split a paper plate into four sections. Add: egg picture, larva picture,

			garden (brought from Insect Lore) with live caterpillars to watch a real lifecycle.		Plant seeds in soil. Watch 'The lifecycle of an apple.' Put photographs of the lifecycle in the correct order.	human'. Can children recognise where they are in the lifecycle? Put the lifecycle in order.	in more materials from the farm shop).	and they have harder shells. Using models sequence: eggs → tadpole → froglet → frog.	pupae picture and ladybird picture in the correct order. Children spin the wheel and retell the cycle.
	PfA and Careers 	Hugglepets SEND Education Programme – starts 17.09.26	Enterprise Pop-up Shop Date of shop – 10.12.26	Charity/Community Project	IWR Sensory 'Artist in a Box' Programme	Hippodrome Session Additional opportunity for 'Out and About'	WBL at Forge Mill Farm		
Community + Relationships	World Around Us 	Study on current and past black role models. Comparison of both. What is a Role Model? Discuss people pupils look up to such as a pop star, actor, teacher, parent or footballer. Read 'I Am Enough' by Grace Byers, who is a Black author.	Study on current and past black role models. Comparison of both. Mary Seacole (Past) Children to know that Mary Seacole helped soldiers who were hurt. She was a nurse who was kind and brave. Think about what nurses do and who	Study on current and past black role models. Comparison of both. Marcus Rashford (Present) Children to know that Marcus Rashford helps children. He is a footballer and helped more children get school meals and other food	Study on current and past black role models. Comparison of both. Rosa Parks (Past) Children to know that Rosa Parks was brave and stood up for fairness. She wanted everyone treated fairly regardless of skin colour.	Study on current and past black role models. Comparison of both. Stormzy (Present) Children to know that the musician Stormzy helps young people. He supports education and helps young people succeed. Children to think about	Study on current and past black role models. Comparison of both. Martin Luther King Jr. (Past) Children to know that Martin Luther King Jr. wanted people to be treated equally. He gave speeches,	Study on current and past black role models. Comparison of both. Simone Biles (Present) Children to know that Simone Biles is a gymnast who worked hard and never gave up. She encourages people to care for their wellbeing.	Study on current and past black role models. Comparison of both. Then and Now Compare Marcus Rashford and Mary Seacole as both help people but one lived long ago and one lives today. Compare Stormzy and Rosa Parks as both wanted people to have fairness and opportunities and

		Introduce photographs of Black role models from the past and present. Sort pictures into: People from long ago and people from today. Think about why they are role models.	else helps people today who are hurt or poorly. Use pictures to illustrate understanding .	during the holidays. He uses his voice to help others. Using photographs design your ideal meal.	Discuss what fair and unfair mean. Watch the Rosa Parkes song from Horrible Histories. Was the bus rule fair or not? Sorting activity of fair and unfair scenarios.	their dreams and goals. Draw what I want to be when I grow up.	encourage d peaceful change and believed everyone mattered. Listen to extracts about kindness and equality. Create a kindness tree with pictures of kindness on the leaves.	Simple balancing and movement activities. Discuss what happens when learning feels hard. Read Giraffes Can't Dance by Giles Andreae and Guy Parker-Rees. Think about growth mind-set and resilience.	used their voices to make change. Compare Simone Biles and Martin Luther King Jr. Both showed determination and both inspired people.
	PSHE 	Relationships Families Friends and Conflict PSHE Lesson rules Circle time – (widget) Using family images; Do you have any brothers	Relationships Families Friends and Conflict Recognise and discuss images of different families. Identify which shows a family. Recognise diverse	Relationships Families Friends and Conflict Who is in your family. Why are they special – widget word mat.	Relationships Families Friends and Conflict Happy Home – ingredients. Use widget to show what is needed as a group. Pupils then choose their own.	Relationships Families Friends and Conflict Circle time -Play the game ‘Switch’ . Children to switch places if they e.g. are wearing glasses, like football,	Relationships Families Friends and Conflict Identify using images what has happened in the friendship scenarios. How do the friends feel –	Relationships Families Friends and Conflict To recognise scenarios of friends that have fallen out. Identify what help they	Relationships Families Friends and Conflict End Assessment Friendship bingo - qualities <i>I can describe qualities of a good friend.</i>

		or sisters, grandparents, aunts/uncles? Complete family worksheet. <i>I can recognise what a family is.</i>	families from images. Discuss that every family is different. Discuss and recognise which images are ones that are married. Discuss marriage using widget. <i>I can recognise that families are made up of different people.</i> <i>I can identify some differences and similarities between families.</i>	Circle time with Jigsaw Jo – name a family member and say why they are special - widget. Draw who is in your house. Name them. <i>I can name familiar people in their family.</i> <i>I can complete a family tree.</i>	Family bingo. <i>I can recognise that respect and caring relationships make a family healthy.</i>	have brown eyes. Class discussion using images, are we all the same? Does it matter? Can you be friends with someone if they don't like the same things as you do? Discuss and identify images of the children that have fallen out. Discuss what might have happened and what the children might be thinking and feeling about each other. List ideas. <i>I can identify differences in people.</i>	emotions sheet. Identify how they are feeling using widget emotions. What can we do – using widget to solve the conflict. Match visual to scenario. <i>I can recognise conflict in friendships.</i> <i>I can explore ways to manage disagreements.</i>	need for each different scenario. Recognise qualities of a good friend from widget. Bingo <i>I can describe qualities of a good friend.</i>	
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	Art- Amethyst 	Students will finish of their previous art project.	Today we had a mindfulness lesson and used our creative skills to promote a positive mindset	Today students were introduced to the artwork of Alma Thomas.	Students created a copy piece in the style of Alma Thomas.	Students created a copy piece in the style of Alma Thomas.	Students started work on their own artwork in the style of Alma Thomas.	Students continue to work on their own artwork in the style of Alma Thomas.	Students continue to work on their own artwork in the style of Alma Thomas.
	Music- Amethyst 	Inset day	Today we had a mindfulness lesson and used our creative skills to promote a positive mindset	Students will recap previous skills of finding the beat.	Students will play different instruments and maintain a steady beat.	Students will play different instruments and maintain a steady beat.	Students will play different instrument s and maintain a steady beat and follow a conductor.	Students will play different instruments and maintain a steady beat and follow a conductor.	Students will play different instruments and maintain a steady beat and follow a conductor.
	PE 	The group will be participating in yoga and aerobic session at a local fitness centre.							