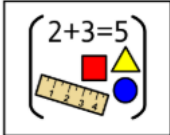
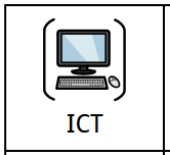


Halesbury Secondary Base MTP Planning 2026-2027								
Teacher: T Stolzenburg			Class: Emerald	Term: Autumn Term 1			Topic: Friends and Family	
Area of Learning	Week 1: 01/09/26	Week 2: 07/09/26	Week 3: 14/09/26	Week 4: 21/09/26	Week 5: 28/09/26	Week 6: 05/10/26	Week 7: 12/10/26	Week 8: 19/10/26
Communication and Language  Myths and Legends	L1/L5Phonics /SPAG / Reading Comprehension: Group 1: Working on using assisted technology (Cpen / Claro scan pen app) to read and to answer target level comprehension questions to extract information from the text. Group 2 & 3: To work on personalised phonic targets. Group 4: To work on support for spelling – suffixes: ‘er’ & ‘est’ Reading L4: Pupils will work on developing blending and the ability to read automatically their GPC’s and target words, develop reading fluency as well as comprehension. Two mornings a week the children can select their own books and access them with Cpen’s if needs to develop their love for reading and enabling them to access high level books and help to expand their vocabulary.							
	Icarus S&L Focus: To identify what they liked about the story Challenge: To use conjunctions to explain your choice.	Icarus Drama Focus: To act out the story Challenge: I can observe events and make simple inferences.	Theseus and the Minotaur Focus: To identify what they liked about the story Challenge: To use conjunction	Theseus and the Minotaur Focus: To act out the story Challenge: I can observe events and make simple inferences.	Vocabulary Builder Character Focus: To build a word bank to describe your selected character Challenge:	Illustrations / talk for writing Focus: To review ideas, verbalise your story and create pictures that represent what is	Type up your story Focus: To use your notes to write up your story. Challenge: To read back your work to make sure it	Review and uplevel Focus: To read your work to a peer and peer assess others work according to the success criteria.

				s to explain your choice.		To describe your character to a peer and they must draw what they hear.	happening at each stage of the story. Challenge: Can you uplevel your description	makes sense.	Challenge: To uplevel work based on peer assessment.
		Icarus Comprehension Focus: To answer BL2 /3 Questions Challenge: To answer questions with a qualifying statement	Icarus Reading Focus: To retell the story of Icarus Challenge: To use intonation and give characters a voice	Thesus and the Minotaur Focus: To answer BL2 /3 Questions Challenge: To answer questions with a qualifying statement	Thesus and the Minotaur Focus: To retell the story of Icarus Challenge: To use intonation and give characters a voice	Mighty writer Focus: To use pictures and symbols to create your stories. Challenge: To use a range of connectives	Illustrations / talk for writing Focus: To review ideas, verbalise your story and create pictures that represent what is happening at each stage of the story. Challenge:	Type up your story Focus: To use your notes to write up your story. Challenge: To read back your work to make sure it makes sense.	Create an Ebook Focus: To read out your work or use assisted technology to do so to create an ebook. Challenge: To answer questions about your peer's story.

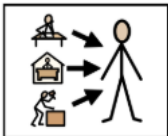
						Can you uplevel your description		
Numeracy  Multiplication and Division Number	Number & Place Value Each week the pupils will be working through personalised targets. Starting at concrete operation stage – working through to abstract concepts. Group 1: - To count objects, recognise, read and write numbers to 20. - To recognise even numbers to 10. Group 2: - To count objects up to 25 - To compare numbers using the appropriate symbol < > Group 3: - To count to 30, forwards and backwards from any given point and count out amounts, sequence non-consecutive numbers Group 4: - To count out to 50, forwards and backwards from any given point and count out amounts, sequence non-consecutive numbers Group 5: - To indicate when a number is 10 more than any number where the digit is zero - To count across 100, forwards and backwards				Multiplication and Division Each week the pupils will be working through personalised targets. Starting at concrete operation stage – working through to abstract concepts. Group 1: 2 x tables, doubling and halving Group 2: 2’s, 5’s and 10 x table and division Group 3: 3, 4, 8 x tables, ½, ¼, 1/3 fractions multiplication Group 4: dividing by 3, 4, 8 x tables			
Science	To sequence the life	To sequence the life	To complete a life cycle of a frog	To complete a life cycle of a frog	To sequence the life	To sequence the life	To sequence the life	To Sequence the life cycle of a plant

	 Life Cycles AQA 98603	cycle of a human Challenge: To explain what is happening at each stage	cycle of a human Challenge: To explain what is happening at each stage	Challenge: To explain what is happening at each stage	Challenge: To explain what is happening at each stage	cycle of a butterfly Challenge: To explain what is happening at each stage	cycle of a butterfly Challenge: To explain what is happening at each stage	cycle of a tree Challenge: To explain what is happening at each stage	Challenge: To explain what is happening at each stage
Community and Relationships	The World Around Us  Black History Explore a famous black person each week through a variety of mediums. Interview peers	Mary Seacole Group 1: To ask questions to acquire knowledge from our peers Group 2: To listen and respond appropriately to share information	Mary Seacole Group 2: To ask questions to acquire knowledge from our peers Group 1: To listen and respond appropriately to share information	Mae Jemison Group 1: To ask questions to acquire knowledge from our peers Group 2: To listen and respond appropriately to share information	Mae Jemison Group 2: To ask questions to acquire knowledge from our peers Group 1: To listen and respond appropriately to share information	Rosa Parks Group 1: To ask questions to acquire knowledge from our peers Group 2: To listen and respond appropriately to share information	Rosa Parks Group 2: To ask questions to acquire knowledge from our peers Group 1: To listen and respond appropriately to share information	Sir Lenny Henry Group 1: To ask questions to acquire knowledge from our peers Group 2: To listen and respond appropriately to share information	Sir Lenny Henry Group 2: To ask questions to acquire knowledge from our peers Group 1: To listen and respond appropriately to share information.

ICT 	This will be incorporated into every lesson. Targets pupils will be learning how to use assisted technology to support reading, writing, spelling and communication whilst others will be using it to assess work. Pupils will also be learning how to use phones to make and receive calls. PL -ICT -I can use devices by myself or with support such as an ipad/ tablet or Chromebook PL- ICT -I can use technology to achieve a goal								
PSHE  Mrs Ralphs	<u>Relationships</u> ps Families Friends and Conflict	<u>Relationships</u> ps Families Friends and Conflict	<u>Relationships</u> ps Families Friends and Conflict	<u>Relationships</u> ps Families Friends and Conflict	<u>Relationships</u> ps Families Friends and Conflict	<u>Relationships</u> ps Families Friends and Conflict	<u>Relationships</u> ps Families Friends and Conflict	<u>Relationships</u> ps Families Friends and Conflict	<u>Relationships</u> s Families Friends and Conflict
	Circle time –(widget) Switch places - using family characteristics; You have any brothers or sisters, grandparents living with you or near you, the	Recognise and discuss images of different families. Identify which shows a family. Recognise diverse families from images. Discuss that	Who is in your family. Why are they special – widget word mat. Circle time with Jigsaw Jo – name a family member and say why they are	Happy Home – ingredients. Use widget to show what is needed as a group. Pupils then choose their own. Family bingo.	Circle time - Play the game ‘Switch’. Children to switch places if they e.g. are wearing glasses, like football, have brown eyes. Class discussion using images, are we all the	Identify using images what has happened in the friendship scenarios. How do the friends feel – emotions sheet. Identify how they are feeling using	To recognise scenarios of friends that have fallen out. Identify what help they need for each different scenario. Recognise qualities of a	End Assessment Friendship bingo - qualities I can describe qualities of a good friend.	

		oldest/youngest child in your family, family has ever moved house, share a bedroom with another family member, has relatives who live abroad and parents live in the same house Complete family worksheet. <i>I can recognise what a family is.</i>	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</i>	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>	<i>I can recognise that respectful and caring relationships make a family healthy.</i>	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</i>	widget emotions. What can we do – using widget to solve the conflict. <i>I can recognise conflict in friendships.</i> <i>I can explore ways to manage disagreements</i>	good friend from widget. <i>I can describe qualities of a good friend.</i>	
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			<i>between families.</i>			<i>differences in people.</i>			
Preparing For Adulthood / Independent Living	Cooking  TOPIC: BASIC COOKING SKILLS	Inset	Introduction to Food Tech Kitchen Bingo - equipment has moved in the room Recap on rules, hygiene, health & safety <i>I can identify basic safety rules in the kitchen</i>	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. <i>I can use a kettle with adult support</i>	Skill - Frying Make scrambled eggs in frying pan and use toaster to make toast <i>I can make scrambled eggs with adult support</i>	Skill - Boiling Boil pasta in saucepan. Discuss staying safe - boiling water, hot hobs. Demonstrate safe way to add food to pan (use ladle/slotte d spoon) and how to drain pasta using colander- with adult support.	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) to make a sandwich with adult support</i> <i>I can spread butter on</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>

						Sprinkle pasta with cheese when cooked <i>I can boil food with adult support</i>	<i>bread independently</i>		
PFA and Careers  Enterprise -Pop up shop	All about Enterprises: Theory Lesson Focus: • what is enterprise?, • what skills are needed ? • Explore what types of enterprise there is Make a plan and decide	Product Design: Theory Lesson Focus: • what makes a good product ? • Planning a product • Product design / packaging Health and safety	Group 1 Making Products Focus: • Teamwork -allocating roles • Evaluating products and making improvement • Quality assurance Swop Group 2 Marketing/ Promotions /Advertisement Focus: WK 1: What is marketing? / Types of marketing Wk 2: logos / brands and slogans WK3: Posters / invites / word of mouth				Finance & Production: Group 1: Package and price items – considering budget Swop Group 2: Health and safety – stocking shelves - plan	Selling products Sell products to parents / pupils Look at product positioning and making exchanges.	

		what you want to do.							
	My Independence  Class café and chores / social play	Chores: Each week pupils will develop independence in relation to completing chores. Focus: To follow pictorial instructions to Hoover, clean windows and sweep the floor. Challenge: To teach / verbally instruct a peer to Class Café: Each week the pupils will take it in turns to be the shop keeper, the customer, the chef / barista. During this time a group will be taken out to work on social communication through play. Shop keeper's focus: To be able to ask questions and listen and record the order for the kitchen. The Customer's Focus: To be able to make a request and to be able to recognise coins and to make an exchange. The Barista's Focus To follow instructions to make drinks for the customer. The Chef's Focus: To follow instructions to make a snack. Social Play Focus: This is personalised but mostly we will be looking at turn taking, following the rules, listening and responding, team work, problem solving, developing patience.							
	PE 	Dance – We will have an outside agency come in and work each week with our pupils where they will focus on developing their gross motor skills, following directions, looking at moving in different ways and at different heights, sharing ideas to create group performances as well as learning sequences of movements.							
	Creative Arts  Art JC	Students will finish of their previous art project.	Today we had a mindfulness lesson and used our creative	Today students were introduced to the artwork of	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	Students started work on their own artwork in the style of	Students continue to work on their own artwork in the style of

			skills to promote a positive mindset	Alma Thomas.			Alma Thomas.	Alma Thomas.	Alma Thomas. <u>EFL Targets.</u> I can use ideas from an artist's work to inspire my own creations.
	Creative Arts  Music	Not in school	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 instruments 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. <u>EFL Targets.</u> I can maintain a steady beat and follow a conductor.