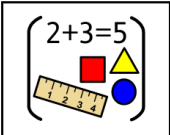
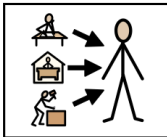
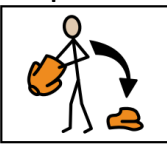


Halesbury School Medium Term Planning									
Class:		Beech					Topic:	Justice and Fairness	
Area of Learning		Week 1 Date: 31/08/26	Week 2 Date: 07/09/26	Week 3 Date: 14/09/26	Week 4 Date: 21/09/26	Week 5 Date: 28/09/26	Week 6 Date: 05/10/26	Week 7 Date: 12/10/26	Week 8 Date: 19/10/26
Education + Employment	Phonics	Mondays – Review of initial letter sounds. The sound will be the Handwriting and Makaton focus for the week.							
		Harry and Rosie Kn/gn/ph/comprehension work Lexia and Lucy – Summer/PSC (Yr1)/ comprehension work Charlotte – Phase 5 review/Lexia Khloe/Mark/Lucas/Richard/ – Phase 3 Rec/Spring 1 er/or/ear/ar/air James/Simra – Phase 3 Rec/Spring 1 oi/ff/ss/ow Phase 2 Vinnie – Rec/Autumn 1							
	Communication and Language	All – Tricky word games and activities related to the Phase the children are working on.							
		Topic – Biographies /Autobiographies What is a biography? What is a biography? - YouTube Group work - Sort the books on the table into biographies and non-biographies. True or false activity. Group 1 – Make a list of biographies in your workbook. Record the title and the author's name. Group 2 – Sort the book covers into biographies and non-biographies. Group 3 – Share a biography with an adult reading.	Topic – Biographies /Autobiographies Recap – What is a biography? Share final challenge for work on biographies → To write a biography about a famous athlete (end of topic target). Introduce features of a biography. Share WAGOLL with the pupils Label the features of this biography (Julia Donaldson) with the help of the pupils. Also, this week: Group 1 – Spelling common exception work.	Topic – Biographies /Autobiographies Recap – What is a biography? What features do biographies have? Remind the children of the final target. Watch a video clip about Neil Armstrong. History KS2 Explorers: Neil Armstrong BBC Teach - YouTube Share WAGOLL about Neil Armstrong with the pupils. Group 1 – To work individually to highlight and label the features of a biography.	Topic – Biographies /Autobiographies Recap – What is a biography? What features do biographies have? Remind the children of the final target. Finding and recording information about Jude Bellingham. Different sources of information → books, internet, video clips. Each group to focus on different parts of Jude's life. Create a class timeline of facts. The Story of Jude Bellingham - Powered by 442oons - YouTube Fact or fiction?	Topic – Biographies /Autobiographies Recap – What is a biography? What features do biographies have? Remind the children of the final target. Share WAGOLL about Jude Bellingham with the pupils. Planning → The children create a biography plan for Jude Bellingham using the information collected last week. Biography writing Self-assessing I can create a biography plan with the help of an adult.	Topic – Biographies /Autobiographies In the class to a Maddie Down a British para-athlete has won gold medals in the British Youth team and who has won her first medal at this year's adult commonwealth games (her first as an adult/Bronze medal) Finding information using different source e.g. internet and books. Hopefully the pupils will be able to meet with Maddie either on TEAMS or in class. To start with the pupils will have to think of and write questions to ask Maddie based on biography structure	Topic – Biographies /Autobiographies Planning → The children create a biography plan for Maddie Down using the information collected last week. Biography writing Self-assessing Sharing Biographies with Maddie and her family or other classes in school. I can create a biography plan. I can use my plan to help me write a biography. I can write in sentences. I can use capital letters and full stops correctly.	Topic – Biographies /Autobiographies What is a Autobiography? Share examples of autobiographies with the class. Share WAGOLL about Miss Fereday with the pupils (very brief and selected info). With the help of carers and parents Ask the children to complete a biography plan but this time one about themselves. Autobiography writing. Self-assessing. Sharing with others.

		Pairs – Choose a biography to share with a partner. Find out two pieces of information about the person in the book. Also introduce the prefix ‘un-’ this week. I am beginning to understand what a biography is. I can help to sort books into biographies and non-biographies. I can share a biography with an adult and find some information about a famous person. I can use the prefix ‘un-’	Group 2 – Letter formation. Introduce plurals. I understand that most biographies are about famous people. I can name some of the features of a biography. I can help to label each part of a biography. I can spell some common exception words. I can correctly form lowercase letters. I am beginning to understand what a plural is.	Group 2 – As for Group 1 but to work together as a group. Also, this week: Adding suffixes to root words. I can say what a biography is. I can name most features of a biography. I can add suffixes to root words.	True or false activity. Also, this week: Adding suffixes to root words. I can say what a biography is. I can name most features of a biography. I understand the difference between fact and fiction. I can add suffixes to root words.	I can use my plan to help me write a biography. I can write in sentences. I can use capital letters and full stops correctly. I can write phonically plausible words. I can use joining words to join two sentences together.	they have been learning about. After interviewing Maddie, the pupils will write answers to the questions they asked her. I can think of questions to help me find out more about a person. I can record my questions. I can ask a person questions. I can record what I find out.	I can write phonically plausible words. I can use joining words to join two sentences together.	I can create a biography plan. I can use my plan to help me write a biography. I can write in sentences. I can use capital letters and full stops correctly. I can write phonically plausible words. I can use suffixes correctly. I can use plurals correctly.
		Read a selection of different biographies to the pupils.	Read a selection of different biographies to the pupils.	Read a selection of different biographies to the pupils.	Read a selection of different biographies to the pupils.	Read a selection of different biographies to the pupils.	Read a selection of different biographies to the pupils.	Read a selection of different biographies to the pupils.	Read a selection of different biographies to the pupils.
	Number and Problem Solving 	Number and Place Value or Multiplication, Division and Fractions Group 1 – Greater than/less than Group 2 – Ordering numbers 20/25/30 Group 3 – Counting to 20 and counting up to 20 objects from a group. Group 4 – Counting forward and back to 10 in ones.	Number and Place Value or Multiplication, Division and Fractions Group 1 – Ordinal numbers Group 2 – Odd/Even numbers Group 3 – Odd/Even numbers. Group 4 – Addition to 5 using objects to help.	Shape, Position and Direction Group 1 – To differentiating between 2d and 2d shapes Group 2 – Pentagons and Hexagons Group 3 – 2d repeated shape patterns Group 4 – 2d shape names	Shape, Position and Direction Group 1 – Naming 3d shapes Group 2 – Different kinds of triangles Group 3 – Pentagons and Hexagons Group 4 – Squares and Circles	Number and Place Value or Multiplication, Division and Fractions Group 1 – Doubling numbers Group 2 – Counting in 2s Group 3 – Ordering numbers Group 4 – Counting back from 10.	Number and Place Value or Multiplication, Division and Fractions Group 1 – Multiplying by 2 Group 2 – Doubling numbers Group 3 – ordinal numbers Group 4 – Ordering numbers	Shape, Position and Direction Group 1 – Matching 3d shapes to their names and descriptions. Group 2 – To differentiating between 2d and 2d shapes Group 3 – Different kinds of triangles Group 4 – Triangles and rectangles	Shape, Position and Direction Group 1 – 3d shape packaging. Group 2 – Naming 3d shapes Group 3 – To differentiating between 2d and 2d shapes Group 4 – Matching 2d shapes to their names. To differentiating

									between 2d and 2d shapes
	Science 	Topic: Life Cycles – Young Animals Intent: Appreciate the life cycles of different animals and plants. Introduction to the word ‘offspring’. Naming offspring Describing and observing similarities and differences between offspring and their adults. Matching adult animals to their offspring. <i>I can match animal offspring to their parents.</i> <i>I can make comparisons.</i> <i>I can make observations.</i>	Topic: Life Cycles – Animal Growth. Eggs/Live young Intent: Appreciate the life cycles of different animals and plants. Share keywords Recap – Matching offspring to their adults. Not all animals have babies in the same way. Eggs/Live young sorting activity <i>I can describe some of the different ways animals have offspring.</i> <i>I know that not all animals reproduce in the same way.</i>	Topic: Life Cycles – Growing up Intent: Appreciate the life cycles of different animals and plants. Share keywords Recap – Matching offspring to their adults. Naming offspring and their adults. Grouping animals into different groups and giving a reason for why each animal is in each group. Ordering animals. <i>I can group and order different stages of an animal’s growth.</i>	Topic: Life Cycles – Animal Life Cycle Intent: Appreciate the life cycles of different animals and plants. Share keywords What is a life cycle? The life cycle of a frog – Story/ plastic animals/jigsaw. The life cycle of a caterpillar – Story/ plastic animals/ picture cards. Different stages of life <i>I can make observations and describe how an animal grows and changes in its life cycle.</i>	Topic: Life Cycles – Changes in Animal Life Cycles Intent: Appreciate the life cycles of different animals and plants. Share keywords Observing how animal’s change How can we record an animals life cycle? Different ways of recording information/ life cycles. <i>I can record the life cycle of an animal.</i>	Topic: Life Cycles – The Basic Needs of Animals Intent: Appreciate the life cycles of different animals and plants. Share keywords How do animals stay alive. Animals that live on land and some in water. Writing a list of land animals and water animals. All animals need the same things to stay alive. Staying alive posters Create a guide to keep a human/animal alive <i>I can describe what animals need to stay alive.</i>	Topic: Life Cycles – The Life Cycle of a Flower Plant Intent: Appreciate the life cycles of different animals and plants. Share keywords Germination Stages of a plant’s growth. Pollination Fertilisation Seed dispersal Drawing a diagram <i>I can present the life cycle of a flowering plant.</i>	Topic: Life Cycles – Intent: Appreciate the life cycles of different animals and plants. Review learning What do you know about life cycles? Assessment activity <i>I can recall information about what I have been learning about.</i>

	PfA and Careers 	AM – Hippodrome 11.20 – 12.15 → Justice and fairness (Sam) To encourage in sensory workshops to build awareness of the creative arts and develop the skills and confidence to access the theatre. Equalex outcomes: Introduce and Inspire: Inspiration Introduce and Inspire: Self-Awareness AQA: Introduction to Drama Entry Level – 89934 AQA: Creative Drama Entry Level – 80601 Additional opportunity for ‘Out and About’ (Café/Road safety/Traveling on a bus).						
Independent Living	My Independence 	PM – Shopping Topic: Shopping for a Gift Intent: To teach pupils how to choose thoughtful gifts for others. Key Vocabulary 1. Recipient: The person receiving the gift. 2. Thoughtful: Thinking about what another person wants or needs. 3. Clue: A hint that shows what someone likes. 4. Generosity: The act of giving or sharing. <i>I recognise that other people have different interests than my own (Understand perspective).</i> <i>I can look for hints about what someone likes, needs, or enjoys (Identify Clues).</i> <i>I can experience the joy of making someone else happy (Practice empathy).</i>						
		Step 1: The "My Favourite Things" Hook The Trap: Ask students what gift they would buy for their teacher or parent. Most KS1/SEND children will name their own favourite toy (e.g., a dinosaur or a superhero doll). The Lesson: Explain that a good gift is about what the <i>other</i> person likes, not what <i>we</i> like.	Step 2: Becoming "Gift Detectives" Teach students to look for three types of clues to find the perfect present: What do they say? Listen to what they talk about enthusiastically. What do they do? Watch their hobbies, sports, or how they spend their free time. What do they have? Notice what items or	Step 3: The "Perfect Match" Game Present the class with three fictional characters and three gift options. Have them match the gift to the person. Character A: An avid gardener who loves flowers. Character B: A chef who loves cooking spicy food. Character C: A swimmer who loves the beach.	Step 4: The Priceless Gift Concept Teach students that gifts do not have to cost money. Discuss "Gifts of Time" (playing a game together). Discuss "Gifts of Service" (helping tidy up the classroom or bedroom). Discuss "Gifts of Creativity" (drawing a	The Mystery Box Challenge Place a hidden object inside a box that represents a specific hobby (e.g., a paintbrush). Give clues about the person who owns it ("This person loves colour," "They spend weekends painting"). Have students guess the hobby and brainstorm three appropriate gifts for that person.	The "Gift Coupon" Craft Have students pick a family member or friend. Ask them to draw or write down one nice thing they can do for that person. Decorate the paper as a "Gift Coupon" (e.g., "Good for one free hug" or "Good for helping wash the dishes").	Homemade gifts to give to someone else Emphasize that a gift shows "someone is thinking of you." Have pupils create hand-drawn picture cards, bookmarks, or painted pebbles. These could be given to people in the local old peoples home or sent to a children’s ward at a local hospital.

			themes they already collect or wear. Think of a gift for your best friend based on what you have learnt today.	Gift Options: A packet of sunflower seeds, a colourful beach towel, a bottle of chili sauce.	picture or making a card).				
	Cooking Mrs Stockden  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. Everyone to make a piece of toast using the toaster with adult support wher needed. Use a butter knife to spread butter independently. <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/slotted spoon) and how to drain pasta using colander- with adult support. Sprinkle pasta with cheese when cooked <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) to make a sandwich with adult support</i> <i>I can spread butter on bread independently</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>
Community + Relationships	World Around Us 	Subject: History Topic: Black History Mary Seacole https://www.youtube.com/watch?v=FZDfibPtBI Show the pupils a picture of Mary Seacole in later life - What can you see in	Subject: History Topic: Black History Mary Seacole This week's work builds on the work started last week. The Crimean War – Discuss why Mary was not allowed to become one of	Subject: History Topic: Black History Rosa Parks https://www.bbc.co.uk/bitesize/articles/zkhknrd Does anyone already know anything about Rosa Parks?	Subject: History Topic: Black History Rosa Parks Rosa Parks True or False activity. Help the pupils to create a biography/ fact sheet about Rosa	Subject: History Topic: Black History Nelson Mandela Does anyone already know anything about Nelson Mandela? How can we find out about Nelson?	Subject: History Topic: Black History Nelson Mandela Nelson Mandela True or False activity. Help the pupils to create a biography/ fact sheet about Nelson Mandela	Subject: History Topic: Black History Sir Lenny Henry Does anyone already know anything about Sir Lenny Henry? How can we find out about Sir Lenny Henry?	Subject: History Topic: Black History Review learning: What do you know about Mary/Rosa/ Nelson/Lenny? Quiz What can you do to be like these people?

	PSHE Mrs Ralphs 	Family Roles & Responsibilities Friendship Circle time – With everyone standing in a circle a child starts off a mime of an everyday action e.g. brushing your hair, washing up, getting dressed, cooking dinner, etc. ‘Guess the chore/responsibility’. Discuss different roles and responsibilities you have at home. Make a list. <i>I can identify family roles and responsibilities.</i>	Family Roles & Responsibilities Friendship Discuss images showing different jobs. Are there some jobs or careers that are more suitable for women? Why? Show images. Are there any jobs that only men can do? Are there any jobs that only women can do? Do there have to be specific male or female jobs or careers? Using Jigsaw Jino as the talking object ask the children to share their thoughts and discuss stereotypes. <i>I can identify family roles and responsibilities.</i>	Family Roles & Responsibilities Friendship Whose responsibility- As a group discuss the male/female/both cards and then give each group a set of the ‘Whose Responsibility?’ cards. Read statements and decide if it is a job mainly for men, women or suitable for both (unisex) and place it beneath the corresponding sign. Discuss images- Do these images accurately reflect male and female? Is this stereotypical? What images could we use instead if we didn’t want to assume that women wear dresses and men don’t? <i>I can recognise and challenge stereotypes.</i>	Family Roles & Responsibilities Friendship Discuss and list different jobs and responsibilities in the home. Identify who does them, widget where needed. Discuss qualities that make families strong, happy and healthy. Make a list. Chores discussion using images. <i>I can recognise that respect and caring relationships make a family healthy.</i>	Family Roles & Responsibilities Friendship Look at the image of two donkeys. Discuss if they can see what the problem might be. In Friendship friendships we face challenges too - disagreements about games, feeling left out, or problems that happen online. List challenges we may see. Discuss what solutions we can find for the donkeys - solving friendship problems. List ideas. <i>I can recognise conflict in friendships.</i>	Family Roles & Responsibilities Friendship Discuss the solve it together technique. Use widget word mat images for the Jenna and Harley scenario. Discuss the different sides of the problem. Discuss which are win-win solutions and what might help. <i>I can explore ways to manage disagreements</i>	Family Roles & Responsibilities Friendship Friendship conflict scenarios - discuss ‘Solve it together technique’ or the ‘Mending Friendships’ resource sheet and widget. <i>I can recognise conflict in friendships.</i> <i>I can explore ways to manage disagreements.</i>	Family Roles & Responsibilities Friendship Friendship bingo. End Assessment.
	Creative Art Mrs Chamberlain	Inset day.	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.	Student 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 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. ELF Targets

