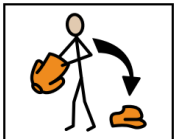
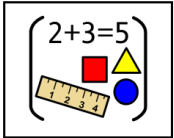
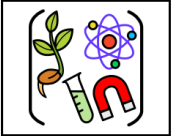


Halesbury School Medium Term Planning									
Class: Maple					Topic: Justice and Fairness				
Area of Learning		Week 1 Date: 01/09/2026	Week 2 Date: 07/09/2026	Week 3 Date:14/09/2026	Week 4 Date: 21/09/2026	Week 5 Date: 28/09/2026	Week 6 Date: 05/10/2026	Week 7 Date: 12/10/2026	Week 8 Date: 19/10/2026
Independent Living	My Independence 	Buying a Present Who am I buying for? Objective Identify who a present is for and understand different occasions. Success Criteria • Name a recipient. • Match presents to occasions. Activities Discuss birthdays, Christmas and celebrations. Sort picture cards of presents to different people (friend, mum, teacher).	Buying a Present What would they like? Objective Identify interests and suitable gifts. Success Criteria • Choose an appropriate gift. • Give a simple reason. Activities Matching hobbies to gifts, create a wish list, role-play	Buying a Present Understanding Prices Objective Recognise prices and compare costs. Success Criteria • Read simple price labels. • Identify cheaper and more expensive items. Activities Price matching games, ordering prices, shopping bingo. Price tags, toy	Buying a Present Budgeting Objective Choose a gift within a budget. Success Criteria • Stay within a given budget (£5, £10, £20). Activities Budget challenge using catalogues or online screenshots. Discuss value for money.	Buying a Present Shopping Skills Objective Use appropriate shopping language and behaviour. Success Criteria • Ask for help politely. • Locate items in a shop. Activities Role-play shop with pupils acting as customers and shop assistants.	Buying a Present Paying for a Present Objective Pay using coins, notes or bank card. Success Criteria • Select correct money or card. • Check change with support. Activities Coin recognition games, paying in role play, card payment	Buying a Present Wrapping and Giving a Present Objective Prepare and present a gift appropriately Success Criteria • Wrap a present with support. • Write or complete a gift tag. Activities Wrap boxes, decorate gift bags, write simple	Buying a Present Shopping Project Objective Independently choose, budget, purchase and present a gift. Success Criteria • Complete the shopping task with minimal support. • Explain why the gift was chosen. Activities

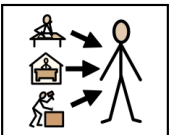
		Resources Picture cards, symbols, photos, sorting mats. Assessment Observation, questioning	choosing gifts. Gift catalogues, symbols, worksheet Teacher checklist	money, catalogues Maths assessment, observation	Resources Catalogues, calculators, worksheets Assessment Completed budget worksheet	Practise greetings and questions. Resources Role-play shop, baskets, tills, communication boards Assessment Observation using speaking checklist	practice. Resources Toy till, coins, debit card props Assessment Practical assessment	messages. Resources Wrapping paper, tape, gift tags Assessment Finished wrapped gift	Mini shopping project in school or local shop. Reflection on choices and spending. Resources Shopping list, money/cards, evaluation sheet Assessment Teacher assessment against learning objectives
	Cooking  TOPIC: BASIC COOKING SKILLS	INSET	Introduction to Food Tech Recap on rules, hygiene, health & safety Equipment has moved so discuss and allow time to look	Knife Safety Discuss knife safety and model safe use of a knife. Practise basic chopping skills on vegetables - use bridge hold and claw grip	Skill - Frying Make vegetable stir fry Use skills previously learned to chop vegetables finely	Food Safety - best before dates Look at food packaging and discuss sell by dates, best before dates and use by dates Look at food labels and	Skill - Boiling Boil pasta to make spinach and tomato pasta Discuss staying safe when boiling - hot water, hot hob,	Allergies and intolerances Symptoms, common allergies, Natasha's Law recap Students to make poster showing main food allergens	Skill - Baking and oven safety Recap on importance of oven safety. Make pumpkin spice cookies

			around the room <i>I can identify basic safety rules in the kitchen</i>	Adults to support as needed (new students) <i>I can use a sharp knife to cut fruit and vegetables independently/with adult support</i>	<i>I can use a wok to stir fry independently</i>	discuss all the information they provide. <i>I can explain the importance of checking labels on food packaging</i>	model use of colander <i>I can boil food with adult support</i>	<i>I can explain the difference between a food allergy</i>	<i>I can put food into the oven wearing oven gloves independently</i> <i>I can take food out of the oven using oven gloves independently</i>
Education + Employment	Communication and Language 	Autobiography 1. What is an autobiography? Learning objective Identify features of autobiographical writing. Explore the difference between autobiography and biography. Activities Read a short extract (e.g. Boy by Roald Dahl or I Am Malala). Identify first person, memories and	Autobiography 2. My Timeline Learning Objective Organise personal experiences chronologically. Activities Create a personal timeline of important life events. Use photographs or drawings where appropriate.	Autobiography 3. Showing Feelings Learning Objective Describe thoughts and emotions. Activities Explore ambitious emotion vocabulary. Write about one memorable event using senses and feelings. SEND Support	Autobiography 4. Creating Setting Learning Objective Use descriptive language to engage the reader. Activities Describe a place linked to an important memory. Introduce similes and expanded noun	Autobiography 5. Voice and Reflection Learning Objective Explain why events were important. Activities Read extracts showing reflection. Write about what was learnt from a personal experience. SEND Support	Autobiography 6. Building an Autobiography Learning Objective Structure autobiographical writing. Activities Plan an autobiography with beginning, middle and end. Revise paragraphs and sequencing.	Autobiography 7. Drafting Learning Objective Produce a complete autobiographical account. Activities Write first draft using previous learning. Peer or teacher conferencing. SEND Support Success checklist, word banks, scribing if	Autobiography 8. Edit and Publish Learning Objective Improve writing through editing. Activities Edit spelling, punctuation and vocabulary. Publish final autobiography and share with the class if appropriate.

		chronological order. SEND Support Visual feature cards, vocabulary mats, dual coding, sentence stems. Assessment Retrieval quiz and feature-spotting task.	SEND Support Writing frames, talking partners, picture prompts, teacher modelling. Assessment Completed timeline.	Emotion word banks, sensory prompts, colour-coded vocabulary. Assessment Paragraph describing an event.	phrases. SEND Support Modelled writing, scaffolded planning grid, vocabulary banks. Assessment Teacher feedback on descriptive paragraph.	Sentence starters ("I realised...", "This taught me..."), guided discussion. Assessment Reflection paragraph.	SEND Support Planning templates, chunked tasks. Assessment Teacher checks completed plan.	needed, assistive technology. Assessment First draft marked against success criteria.	SEND Support Editing checklist with symbols, coloured overlays, peer support. Assessment Final assessed autobiography and self-reflection.
	Number and Problem Solving 	Problem solving group tasks	Number Assessment of current knowledge Reading and writing numbers either to 20,	Number Counting forwards and backwards from a given number. Ordering consecutive and non-	Number Comparing numbers using appropriate symbols.	Number Partitioning and recognising place value in 2 or 3 digit numbers.	Number Finding 1, 10 or 100 more or less than a given number.	Number Odd and even numbers.	Number Data representation – tally charts, block graphs, bar charts, pictograms.

			50, 100 or 1000.	consecutive numbers.					
			Assessment of current knowledge of reading and writing fractions and understanding sharing	Introduce the new topic of fractions and sharing.	Learning to identify $\frac{1}{2}$ as one of two equal parts in a set, shape, or object, and represent it using fraction notation.	Learning to identify $\frac{1}{4}$ as one of four equal parts in a set, shape, or object, and represent it using fraction notation.	Learning to identify $\frac{1}{3}$ as one of three equal parts in a set, shape, or object, and represent it using fraction notation.	Learning to identify $\frac{3}{4}$ as three of four equal parts in a set, shape, or object, and represent it using fraction notation.	Recall and apply the skills learned in class to solve maths problems.
	Science 	Life Cycles What is a Life Cycle? Learning Objective Know that living things are born, grow, reproduce and die. Success Criteria Identify living things. Put simple life cycle stages in order. Key Vocabulary	Life Cycles Human Life Cycle Learning Objective Describe how humans grow and change. Success Criteria Name stages of human development Vocabulary	Life Cycles Butterfly Life Cycle Learning Objective Understand complete metamorphosis. Success Criteria Name four stages. Explain that butterflies change shape. Vocabulary	Life Cycles Frog Life Cycle Learning Objective Describe the frog life cycle. Success Criteria Order the stages. Explain that tadpoles change into frogs. Vocabulary	Life Cycles Plant Life Cycle Learning Objective Understand how flowering plants reproduce. Success Criteria Identify seed, seedling, plant and flower.	Life Cycles Comparing Life Cycles Learning Objective Compare different living things. Success Criteria Identify similarities. Identify differences. Vocabulary	Life Cycles Life Cycles Around Us Learning Objective Explore life cycles in local habitats. Success Criteria Identify examples of life cycles outdoors. Record observations. Vocabulary	Life Cycles Review and Assessment Learning Objective Recall learning from the topic. Success Criteria Match life cycles correctly. Use key scientific vocabulary. Explain one life cycle

		life cycle, living, grow, adult, baby Activities Living/non-living sorting activity Picture sequencing cards Watch short life cycle animation Create a circular life cycle wheel Practical Observe seeds, eggs, leaves and photographs of baby animals. Assessment Can pupils order four life cycle pictures correctly?	baby, child, teenager, adult, elderly Activities Match photographs Timeline activity Measure height and compare Draw yourself now and as an adult Practical Measure height using tape measure. Assessment Complete a human life cycle sequence. SEND Support Visual prompts	egg, caterpillar, chrysalis, butterfly Activities Story sequencing Life cycle craft Playdough models Video observation Practical Observe caterpillars (or photographs if unavailable). Assessment Label the four stages. Extension Compare butterfly and human life cycles.	spawn, tadpole, froglet, frog Activities Sequencing cards Label diagrams Movement game ("Move like the life cycle") Practical Observe pond water (or video). Assessment Verbal questioning.	Explain that plants make seeds. Vocabulary seed, germinate, flower, fruit, pollination Activities Plant bean seeds Flower labelling Seed matching game Practical Investigation Plant seeds and begin observation diary. Assessment Label plant life cycle.	compare, same, different Activities Venn diagram Sorting cards Group discussion Practical Use toy animals and plants to sort into life cycles. Assessment Complete comparison table.	habitat, observe, environment Activities School grounds walk Nature hunt Observation sheets Photograph evidence Practical Mini fieldwork investigation. Assessment Teacher observation and questioning.	independentl y. Activities Life cycle quiz Matching games Carousel activities Create a mini life cycle poster Summative Assessment Picture sequencing Vocabulary matching Teacher questioning Practical identification task
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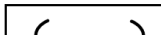
			Pre-cut timeline cards Speaking frames						
	PfA and Careers 	Pupils will be engaging in the IWR Virtual Experience Design Programme							
Communit y + Relationshi ps	World Around Us 	Black History What is a Role Model? Learning Objective Understand what makes someone a positive role model.	Black History Marcus Rashford and Mo Farah Learning Objective Compare two sporting role models.	Black History Rosa Parks and Martin Luther King Jr. Learning Objective Understand how people can create change.	Black History Mae Jemison and Maggie Aderin- Pocock Learning Objective Compare two scientists.	Black History Barack Obama and Malorie Blackman Learning Objective Compare leaders in different careers.	Black History Stormzy and Dame Kelly Holmes Learning Objective Explore resilience.	Black History Compare Any Two Role Models Learning Objective Use comparison skills independently.	Black History My Inspirational Role Model Project Learning Objective Present information confidently.
		Success Criteria I can explain what a role model is. I can identify positive qualities.	Success Criteria I know facts about each person. I can identify similarities and differences.	Success Criteria I know why these people are remembered. I can compare their actions.	Success Criteria I understand different STEM careers. I can compare achievement s.	Success Criteria I understand leadership. I can compare careers.	Success Criteria I know how people overcome challenges. I can explain resilience.	Success Criteria I can compare two people. I can give reasons.	Success Criteria I can explain why someone inspires me. I can compare them to another person.
		Vocabulary Role model Inspire Respect Determined Honest	Vocabulary Achievement Athlete	Vocabulary Equality Protest Courage Justice	Vocabulary Astronaut	Vocabulary Leadership President	Vocabulary Resilience Motivation Success	Activities	

		Activities Picture sorting: Good role model or not? Discuss qualities of role models. Watch a short video about different inspirational people. Complete a "Role Model Qualities" worksheet. One quality I admire is... Assessment Teacher questioning.	Campaign Determination Activities Guess Who? picture quiz. Read simplified biographies. Create a Venn Diagram comparing: Marcus Rashford Footballer Helped children through free school meals campaign Mo Farah Olympic runner Refugee background Olympic champion	Activities Story-based lesson using simplified texts. Sorting activity: What did Rosa Parks do? What did Martin Luther King Jr. do? Assessment Complete comparison table. Which action do you think was most brave?	Scientist Space Engineer Activities Activities Design your own astronaut badge. Writing Mae Jemison and Maggie Aderin-Pocock are similar because... Assessment Teacher observation.	Author Influence Activities Career matching game. Biography carousel. Compare: Education Job Challenges Success Plenary Which career interests you?	Confidence Activities Read simplified biographies. Sort challenges and achievements . Create a resilience ladder. Writing "I think resilience means..."	Pupils choose two role models. Complete: Similarities Differences Sentence starters: Both... They are different because... I think...	Activities Create: Poster PowerPoint Leaflet Speech Include: Picture Facts Achievements Similarities Differences Why they inspire you Assessment Presentation to class. Celebration certificates.
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			Writing Sentence starters: Both... However... Unlike... Assessment Completed comparison sheet.						
	PSHE 	Relationships 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.	Relationships Family Roles & Responsibilities Friendship Discuss images showing different jobs. Are there some jobs or careers that are more suitable for	Relationships 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	Relationships Family Roles & Responsibilities Friendship Discuss and list different jobs and responsibilities in the home. Identify who does them, widget where needed.	Relationships 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	Relationships Family Roles & Responsibilities Friendship Discuss the solve it together technique. Use widget word mat images for the Jenna and Harley scenario.	Relationships Family Roles & Responsibilities Friendship Friendship conflict scenarios - discuss 'Solve it together technique' or the 'Mending Friendships' resource	Relationships Family Roles & Responsibilities Friendship Friendship bingo. End Assessment.

		E.g. 'Switch places if...': the person next to you does a different chore action. Discuss different roles and responsibilities you have at home. Make a list. <i>I can identify family roles and responsibilities.</i>	women? Why? 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>	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? Students will recap their skills on finding the beat. <i>I can recognise and challenge stereotypes.</i>	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>	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>	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>	sheet and widget. <i>I can recognise conflict in friendships.</i> <i>I can explore ways to manage disagreements.</i>	
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	Art 	Students will finish off their previous art project.	Today we had a mindfulness lesson and used our creative skills to promote a positive mindset.	Students were introduced to the works of Alma Thomas and completed a research activity	Students recorded their creative ideas for their art project in the style of Alma Thomas	Students start work on their own Alma Thomas inspired art project	Students continue to work on their own Alma Thomas inspired art project.	Students continue to work on their own Alma Thomas inspired art project	Students continue to work on their own Alma Thomas inspired art project. <u>EFL Targets</u> I can draw from observation, imagination, research and secondary sources. I can use ideas from artist's work to inspire my own creations.
	Music	Today we had a mindfulness lesson and used our creative skills	Students learnt about the importance	Students used tongue twisters to loosen up and breathing	Students will learn to listen to each other and be	Students will learn to listen to each other and be	Students will learn to listen to each other and be aware	Students will learn to listen to each other and be aware	Students will learn to listen to each other and be

		to promote a positive mindset.	of warming your voice up.	exercises to maintain steady breathing	aware of the voices around them using simple songs.	aware of the voices around them using simple songs.	of the voices around them using simple songs and learn to sing in a round.	of the voices around them using simple songs and learn to sing in a round.	aware of the voices around them using simple songs and learn to sing in a round.
	PE 	During this term Maple class will be attending Hagley Golf Club to complete golf lessons on their driving range. The lessons will be delivered by a PGA qualified coach.							