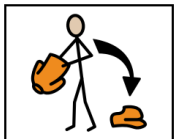


**Halesbury School
Medium Term Planning**

Class:		Oak			Topic: Justice and Fairness				
Area of Learning		Week 1 Date: 31.8.26	Week 2 Date:7.9. 26	Week 3 Date: 14.9.26	Week 4 Date: 21.9.26	Week 5 Date: 28.9.26	Week 6 Date: 5.10.26	Week 7 Date: 12.10.26	Week 8 Date: 19.10.26
Independent Living	My Independence	Topic: <i>Shopping for a present</i>	Topic: <i>Shopping for a present</i>	Topic: <i>Shopping for a present</i>	Topic: <i>Shopping for a present</i>	Topic: <i>Shopping for a present</i>	Topic: <i>Shopping for a present</i>	Topic: <i>Shopping for a present</i>	Topic: <i>Shopping for a present</i>
		I can identify who the present is for and choose appropriate gift ideas. Discuss occasions (birthdays, celebrations). Match gifts to people. Create a wish list for different people.	I can understand that presents cost money and work within a budget. Compare prices, sort items into budget ranges, practise choosing gifts under set amount (£5, £10, £20).	I can read labels and identify key information (price, size, age suitability). Look at packaging, identify price tags, compare similar products.	I can practise locating items and asking for help politely. Role-play shop scenarios, use shopping lists, practise asking staff where items are.	I can use cash or card to make a purchase. Count money, calculate totals, role-play using contactless/card, collect receipts.	I can explore safe online shopping and compare products. Compare prices on websites, identify delivery costs, discuss secure websites and online safety.	I can wrap a present and write a gift tag. Measure wrapping paper, fold and tape neatly, write a simple message on a gift tag.	Pupils receive a scenario (e.g., "Buy a birthday present for your friend with £10"), choose a gift, budget, purchase (real or simulated), wrap and present it. Scenario cards, classroom shop or local shop

									visit, wrapping materials
	Cooking  TOPIC: BASIC COOKING SKILLS	Health & Safety Familiarise class with new room layout. Complete worksheet on health & safety and rules recap <i>I can identify basic safety rules in the kitchen</i>	Knife Safety Recap rules on using a sharp knife safely Students to practise some basic chopping on carrots, potatoes, cucumber etc. If able to do this safely then practise more complex cuts - julienne, brunoise.	Knife Skills Use knowledge from last week in a practical lesson. Make fruit pie. Fruit to be chopped the same shape and size where possible. <i>I can use a sharp knife to cut fruit and vegetables independently</i>	Skill - Frying Make vegetable stir fry. Use skills previously learned to chop vegetables finely. <i>I can use a wok to stir fry independently</i>	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 discuss all the information they provide. Students to produce a leaflet/poster on food labelling. <i>I can explain the importance of checking labels on food packaging</i>	Skill - Boiling Boil pasta to make creamy vegetable pasta. Focus on adding pasta to saucepan safely using a ladle, check that water doesn't bubble over and safe use of colander. <i>I can boil food independently.</i> <i>I can drain food using a colander independently</i>	Allergies and intolerances Symptoms, common allergies, Natasha's Law recap Students to produce leaflet on food allergies. <i>I can explain the difference between a food allergy and a food intolerance</i>	Skill - Baking and oven safety Recap on importance of oven safety. Make pumpkin spice muffins. <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>

			<i>I can use a sharp knife to cut vegetables independently.</i>						
Education + Employment	Communication and Language 	Topic: Barack Obama: How a boy with big dreams became President Start of term speaking and writing activities	Topic: Barack Obama: How a boy with big dreams became President Read Chapters 1 and 2 Explore features of biographies and activate prior knowledge about Barack Obama.	Topic: Barack Obama: How a boy with big dreams became President Read Chapter 3 Read about Obama's childhood in Hawaii and Indonesia. Write a chronological paragraph about Obama's childhood.	Topic: Barack Obama: How a boy with big dreams became President Read Chapter 4 Explore how education shaped Obama's future. Infer character traits from actions and events. LA Write paragraphs	Topic: Barack Obama: How a boy with big dreams became President Read Chapter 5 Understand Obama's work as a community organiser, lawyer and senator. LA Summarise key events and explain their importance. MA/HA Write linked paragraphs using organisational	Topic: Barack Obama: How a boy with big dreams became President Explore the 2008 election campaign and presidency. Read Chapter 6 LA Create a timeline of events in the election. MA/HA Write formal biography paragraphs using quotations and factual language. Include factual detail with	Topic: Barack Obama: How a boy with big dreams became President Read Chapter 7/8 Evaluate Obama's achievements and influence. What made him successful? LA Use biography planning frame and	Topic: Barack Obama: How a boy with big dreams became President Write up final biography of Barack Obama using planning. Pupils to attempt to self-evaluate their work <i>I can write simple, coherent narratives about personal experiences and those of others.</i>

			LA Identify biography features, retrieve key facts, discuss first impressions. MA/HA Compare biography with autobiography and justify differences using evidence. I can listen to and discuss nonfiction at a level beyond which I can read	LA Write organised paragraphs with time conjunctions. MA/HA Include expanded noun phrases and embedded clauses <i>I can listen to and discuss non-fiction at a level beyond which I can read independently</i> <i>I can retrieve information from non-fiction texts</i>	using fronted adverbials and conjunctions MA/HA Organise writing into paragraphs under different headings <i>I can infer reasons for a characters' behaviour on their dialogue/actions</i> <i>I can listen to and discuss non-fiction at a level beyond which I can read independently</i> <i>I can retrieve information from non-fiction texts</i>	devices (subheadings). <i>I can listen to and discuss nonfiction at a level beyond which I can read independently</i> <i>I can retrieve information from non-fiction texts</i>	accurate punctuation. <i>I can listen to and discuss non-fiction at a level beyond which I can read independently</i> <i>I can retrieve information from non-fiction texts</i>	vocabulary bank to plan paragraphs MA/HA Plan using ambitious vocabulary and sophisticated paragraph links. <i>I can listen to and discuss non-fiction at a level beyond which I can read independently</i> <i>I can retrieve information from non-fiction texts</i>	<i>I can evaluate and improve my writing given success criteria</i>
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		Record the results using a tally chart. Create a pictogram using the collected data. Answer questions about their pictogram (e.g. "How many more children chose football than swimming?") HA I can record data using a Venn diagram. Pupils create their own Venn diagram using two criteria. A partner sorts a new set of objects	the tens digit changes. Number line jumps: Pupils make one jump of 10 from different numbers. Partner game: One pupil says a number, the other says the number that is 10 more. HA To be able to find 10 more than a three-digit number	left over, it is odd. Colour Code: Give pupils a 100 square to colour even numbers one colour and odd numbers another. Discuss any patterns they notice. HA To be able to find 10 less than a three-digit number Place Value Chart: Model subtracting one ten using base ten equipment or a place value chart. Emphasise that the tens digit changes (unless exchanging is needed).	Missing Number Activity: Pupils identify where numbers belong on a partially completed number line. Compare and Order: Use the language <i>greater than, less than, smallest and largest</i> while ordering groups of numbers. HA To be able to order numbers up to 999 Number Card Sorting: Give pairs of pupils a set	each digit (e.g. 6 tens = 60). Match It Up: Match number cards to pictures made with base ten equipment or expanded form (e.g. $300 + 40 + 2 = 342$). HA To be able to count in groups and recall multiplication and/or division facts. Grouping Objects: Use counters or cubes to make equal groups and write the related multiplication and division facts. Array Activity: Build arrays (e.g. 4 rows of	chart to create either: • a frequency table, • a block graph, or • a pictogram with a suitable key. Answer questions about the completed graph, such as: Which category is the most popular? How many more chose apples than bananas? How many responses were collected altogether HA To solve problems using	(unless regrouping is needed). Number Line Jumps: Pupils make one jump of 100 on an open number line. Independent Practice: Complete calculations such as: • 234 → 334 • 509 → 609 • 670 → 770 • 899 → 999 HA To solve two step problems using known	
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		using the diagram. Discuss why some items belong in the overlap or outside both sets.	Use a place value chart to show that adding 10 changes only the tens digit (unless regrouping is needed). Pupils complete a worksheet finding 10 more than three-digit numbers, e.g.: 124 → 134 356 → 366	Number Line: Pupils make one jump back by 10 from three-digit numbers. Worksheet Practice: Find 10 less than numbers such as: • 234 → 224 • 670 → 660 • 501 → 491 • 900 → 890	of non-consecutive number cards (e.g. 12, 56, 31, 88, 24). They arrange them from smallest to largest, then largest to smallest. Missing Number Activity: Pupils identify where numbers belong on a partially completed number line. Compare and Order: Use the language <i>greater than</i>, <i>less than</i>, <i>smallest</i> and <i>largest</i> while ordering	3) and record the multiplication and corresponding division number sentences. Fact Families: Complete multiplication and division fact families, for example: • $4 \times 5 = 20$ • $5 \times 4 = 20$ • $20 \div 4 = 5$ • $20 \div 5 = 4$	<i>known multiplication or division facts.</i> Word Problems: Solve one-step problems using multiplication or division, for example: There are 6 bags with 5 apples in each. How many apples are there altogether? 24 biscuits are shared equally between 6 children. How many biscuits does each child get? Bar Model or Counters: Use concrete resources or drawings to represent each problem before writing the number sentence Fact Families: Use known facts to	<i>multiplication or division facts. Multiplication, Division & Fractions</i> Two-Step Word Problems: Pupils solve problems involving two operations, for example: There are 6 boxes with 4 pencils in each box. 5 pencils are used. How many pencils are left? A baker makes 8 trays with 5 cakes on each tray. He sells 24 cakes. How	
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		reproduction and death. <i>I can understand the process of reproduction in some plants and animals.</i>	seeds to observe over time. <i>I can understand the process of reproduction in some plants and animals.</i>	using examples and simple matching activities. <i>I can understand the process of reproduction in some plants and animals.</i>	physically as they grow. <i>I can describe the life processes of reproduction in some animals and humans.</i>	sperm fertilises an egg, using simple diagrams and appropriate vocabulary. <i>I can describe the life processes of reproduction in some animals and humans.</i>	<i>some animals and humans.</i>	Pupils complete a comparison chart or quiz and demonstrate their understanding through a simple assessment activity. <i>I can describe the life processes of reproduction in some animals and humans.</i>	
	PfA and Careers 	Forge Mill Farm Creating opportunities for pupils to engage with food, the outdoors, animals and farming throughout the year. Pupils will be learning independence and life skills. Key activities will include: • Caring for animals (feeding, cleaning, observing behaviour). • Growing, harvesting, and preparing food. • Seasonal farming tasks and outdoor maintenance.							
Community + Relationships	World Around Us	Topic: Black History Month	Topic: Black History Month	Topic: Black History Month	Topic: Black History Month	Topic: Black History Month	Topic: Black History Month	Topic: Black History Month	Topic: Black History Month
				Rusty Lee		Denise Lewis	Ian Wright	Jude Bellingham	

		Pupils not in school	Lenny Henry Activity: What does it mean to be part of a community? Introduce a photograph of Lenny Henry and ask if anyone recognises him. "Community Champion" poster A portrait of Lenny Henry.	Activity: Recipe for a Great Community" Pupils draw a mixing bowl and write a recipe using positive values instead of ingredients. For example: 2 cups of kindness 3 spoonful's of respect A handful of teamwork Lots of friendship A sprinkle of laughter They decorate their recipe	Beverly Knight Activity Learn about the life and achievements of Beverley Knight. Understand how music can bring community together. Reflect on how individuals can use their talents to make a positive impact on their communities	Activity Create a "Champion Qualities" medal Children draw a large gold medal. Inside they write: Five facts about Denise Lewis. One goal they would like to achieve themselves. Alternatively, children can create a timeline of her sporting career.	Activity How Can I Make a Difference? Children complete a worksheet: I can help my community by... Sentence starters: I could help... I could be kind by... I could include others when... I could volunteer by... I could encourage someone who...	Activity Pupils create a timeline: Early years → Played football locally and developed his skills. Teenage achievement → Became the youngest first-team player for Birmingham City at the time. Global success → Played for Borussia Dortmund, Real Madrid and England. What challenges	Marcus Rashford Activity Create a "Role Model" Poster Five interesting facts. Words describing his character (for example: kind, brave, determined, positive, caring). Ways he has helped others and his
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			Five key facts. Ways he has helped others.	with illustrations. Pupils design a menu for a "Community Celebration" featuring foods from different cultures represented in the class or local community				might Jude have faced? What personal qualities helped him succeed? In groups, pupils design a project inspired by Jude's values. Examples: A football session for younger children. A kindness campaign in school. A fundraising event for a local cause. A mentoring scheme where older pupils help younger pupils.	community
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		. List how several of the words could affect relationships in different ways. <i>I can identify the characteristics of a healthy relationship (respect, kindness, trust).</i>	relationships. Complete Word wall of who you could turn to for support. <i>I can recognise signs of healthy/unhealthy dynamics (e.g. control, trust, equality).</i>	Ask and discuss- Why do young people sometimes not feel they can speak to a trusted adult or parent? Complete Support Wall. <i>I can show I know when to seek help.</i>	now? Who are your friends now? Freeze frame – word wall What do all these words have in common? What qualities do you bring to relationships ? Discuss and list. <i>I can describe qualities of a good friend.</i>	different ways to similar situations. Complete friendship conflict scenarios. <i>I can recognise conflict in friendships.</i> <i>I can explore ways to manage disagreements.</i>			
	Art-Oak 	Not in school	Students will finish their previous art project	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 start work on their own Alma Thomas inspired art project	Students start 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.
	IT 	Introduction to PowerPoint <i>I can use software to create and edit documents, images, presentation or audio.</i> I can understand what PowerPoint is used for. Identify features of a good presentation	Introduction to PowerPoint <i>I can use software to create and edit documents, images, presentation or audio.</i> I can understand how design choices affect communication.	Introduction to PowerPoint <i>I can use software to create and edit documents, images, presentation or audio.</i> I can add images and multimedia elements to enhance presentations. Insert images from safe sources or	Introduction to PowerPoint <i>I can use software to create and edit documents, images, presentation or audio.</i> I can use animations and transitions appropriately. Explore different transition and	Introduction to PowerPoint <i>I can use software to create and edit documents, images, presentation or audio.</i> I can plan a presentation for a specific audience. Organise information logically. Choose a presentation topic, e.g.:	Introduction to PowerPoint <i>I can use software to create and edit documents, images, presentation or audio.</i> Create a complete multimedia presentation. Create final PowerPoint presentation. Include: Titles Images	Introduction to PowerPoint <i>I can use software to create and edit documents, images, presentation or audio.</i> Deliver a presentation confidently. Evaluate the effectiveness of digital work. Activities	Introduction to Power point End of term activities and consolidation

		Create and save a basic presentation	Use themes, layouts and formatting tools effectively. Compare examples of good and poor slide design. Experiment with: Themes Background colours Fonts Text size Slide layouts Redesign a cluttered slide to	provided resources. Resize, crop and position images. Add icons, shapes or illustrations. Discuss why images should support (not distract from) information	animation effects. Decide which effects are suitable for different audiences. Add simple animations to key information	A historical figure A science topic A country An environmental issue Identify: Who the audience is What they need to know The order of information Create a storyboard or slide plan.	Text Appropriate formatting Transitions/animations where suitable Peer review using success criteria. Make improvements.	Pupils present their PowerPoints to the class or small groups. Discuss: What worked well? What could be improved? How did design choices help the audience? Complete self-assessment.	
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			make it clearer.						
	PE 	Boxing at Lion's Boxing This unit allows pupils to work alongside qualified boxing instructors to develop their fitness and confidence.							