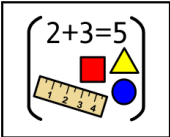


Halesbury School Medium Term Planning									
Class:		Willow			Topic:				
Area of Learning		Week 1 Date: 31.8.26	Week 2 Date:7.9.26	Week 3 Date: 14.9.26	Week 4 Date: 21.9.26	Week 5 Date: 28.9.26	Week 6 Date: 5.10.26	Week 7 Date: 12.10.26	Week 8 Date: 19.10.26
Independent Living	My Independence 	Lessons will be embedded into PfA days. The class will continue their ongoing work on managing a tuck shop. This will involved purchasing stock, marketing and selling and reviewing profit and loss. They will also be trying out new ideas and reviewing outcomes. Alongside this, the class will be exploring the concept of buying a gift. This will involve developing of empathetic skills and considering issues such as appropriateness and cost. The young people will also develop their presentation skills – selecting a suitable card and wrapping, etc. <i>I can demonstrate polite, safe behaviour on buses, trains and in public spaces.</i>							
	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	Knife Skills Use knowledge from last week in a practical lesson. Make fruit crumble Fruit to be chopped the same shape and size where possible	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 bates, best before dates and use by dates Look at food labels and discuss all the information they provide.	Skill - Boiling Boil pasta to make creamy chicken pasta Focus on adding pasta to boiling water safely using a ladle, checking that water doesn't boil over and safe use of a colander	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</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</i>

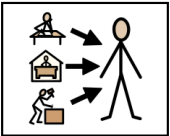
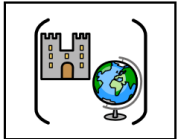
			complex cuts - julienne, brunoise. <i>I can use a sharp knife to cut vegetables independently</i>	<i>I can use a sharp knife to cut fruit and vegetables independently</i>		Students to produce a leaflet/poster on food labelling <i>I can explain the importance of checking labels on food packaging</i>	<i>I can boil food independently</i> <i>I can drain food using a colander independently</i>	<i>allergy and a food intolerance</i>	<i>independently</i> <i>I can take food out of the oven using oven gloves independently</i>
Education + Employment	Communication and Language 	Autobiography Week 1 – What is an Autobiography? Learning Objective Understand the purpose and features of autobiographical writing. Success Criteria I can identify an autobiography. I can recognise	Autobiography Week 2 – Memories and Personal Experiences Learning Objective Recall important memories. Success Criteria I can talk about an important memory. I can organise memories in order. Activities	Autobiography Week 3 – Writing About Feelings Learning Objective Describe thoughts and emotions. Success Criteria I can explain how I felt. I can use ambitious emotion vocabulary. Activities	Autobiography Week 4 – Organising Writing Learning Objective Use paragraphs and sequencing. Success Criteria I can organise ideas logically. I can use time connectives. Activities Teach: opening middle ending	Autobiography Week 5 – Using Descriptive Language Learning Objective Make writing interesting. Success Criteria I can use descriptive vocabulary. I can include sensory language. Activities Sensory bag activity. Adjective challenge.	Autobiography Week 6 – Planning My Autobiography Learning Objective Plan a complete autobiography Success Criteria I can organise my ideas. I can choose my best memories. Activities Planning sections: Introduction Childhood	Autobiography Week 7 – Drafting Learning Objective Write a first draft. Success Criteria I can write in chronological order. I can include feelings and description. Activities Write autobiography using planning sheet.	Autobiography Week 8 – Editing and Publishing Learning Objective Improve and present writing. Success Criteria I can edit my work. I can present it clearly. Activities Editing stations: Capital letters

		first-person writing. I can explain why people write autobiographies. Activities "Who am I?" guessing game using personal facts. Introduce autobiography vs biography. Read a short accessible extract (e.g. from Boy by Roald Dahl or a simplified text). Highlight features: First person Past tense Real events Feelings Chronological order	Memory objects/photos discussion. Create a personal timeline. Draw and label five important life events. Oral storytelling. Vocabulary memory childhood experience event milestone SEND Support Sentence starters. Picture prompts. Talking partners. Timeline templates. Assessment Completed timeline.	Emotion matching game. Read a model paragraph. Highlight feeling words. Write about "A day I will never forget." Vocabulary nervous proud excited disappointed relieved Grammar Focus Expanded noun phrases Powerful adjectives SEND Support Emotion word mats.	Sequence cards. Introduce connectives: First Then Next Later Finally Pupils write about: "My First Day at Secondary School" SEND Support Writing frames. Paragraph boxes. Colour coding. Assessment Paragraph writing.	Improve simple sentences. Example: Before: I walked into school. After: I nervously walked into the noisy school hall. Grammar Focus Adverbs Similes Sensory description SEND Support Word banks. Vocabulary mats. Guided writing groups. Assessment Improve five simple sentences.	Family School Challenges Achievements Future hopes Use planning grids. SEND Support Planning templates. Adult conferencing. Voice recording ideas. Assessment Completed writing plan.	Peer reading. Success Checklist ✓ First person ✓ Past tense ✓ Paragraphs ✓ Feelings ✓ Time connectives ✓ Correct punctuation SEND Support Scribing if required. Chunked writing. Speech-to-text. Assessment Completed draft.	Full stops Spelling Vocabulary Paragraphs Final presentation SEND Support Editing checklists. Coloured overlays. Peer support. Assessment Final autobiography.
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		SEND Support Colour-coded features. Visual symbol cards. Vocabulary bank. Paired reading. Assessment Feature sorting activity.		Visual emotion scales. Assessment One descriptive paragraph.					
	Number and Problem Solving 	Week 1 – Place Value to 1,000,000 LO: Recognise the value of each digit in numbers to 1,000,000. Read, write and compare numbers using place value charts.	Week 2 – Addition LO: Add numbers with up to four digits using formal written methods. Revise column addition with exchanges.	Week 3 – Subtraction LO: Subtract numbers with up to four digits using formal written methods. Revise column subtraction with exchanges.	Week 4 – Multiplication LO: Multiply 2-digit numbers by 1-digit numbers. Use formal written multiplication methods. LO: Multiply up to 4-digit numbers by 2-digit numbers.	Week 5 – Division LO: Divide numbers using short division. Revise dividing by one-digit numbers. LO: Divide larger numbers using formal written methods.	Week 6 – Mixed Calculations LO: Choose the correct operation to solve problems. Identify whether addition, subtraction, multiplication or division is needed.	Week 7 – Review and Consolidation LO: Review place value knowledge. Complete revision activities and place value challenges. LO: Review addition and	

		LO: Partition numbers into thousands, hundreds, tens and ones. Partition numbers in different ways and use expanded form. LO: Compare and order numbers to 1,000,000. Use greater than (>), less than (<) and equal to (=) symbols to compare numbers. LO: Round numbers to the nearest 10, 100, 1,000 and 10,000.	LO: Add numbers with more than four digits. Solve increasingly challenging column addition calculations. LO: Solve multi-step addition problems. Apply addition skills to word problems. LO: Estimate and check addition calculations. Round numbers to estimate answers before calculating accurately.	LO: Subtract numbers with more than four digits. Solve subtraction calculations with multiple exchanges. LO: Solve subtraction word problems. Apply subtraction skills to real-life contexts. LO: Estimate and check subtraction calculations. Use inverse operations and estimation to check answers	Introduce and practise long multiplication. LO: Solve multiplication problems. Apply multiplication to money, measures and word problems. LO: Identify and use factors and multiples. Explore common factors, multiples and divisibility rules.	Solve calculations with remainders where appropriate. LO: Solve division word problems. Apply division skills in practical contexts. LO: Use the inverse relationship between multiplication and division. Check division calculations using multiplication.	LO: Solve multi-step calculations involving more than one operation. Complete mixed-operation problems using efficient methods. LO: Estimate answers before calculating. Develop mental calculation and estimation strategies. LO: Explain mathematical reasoning. Justify methods and compare different strategies.	subtraction methods. Solve mixed fluency and reasoning questions. LO: Review multiplication and division methods. Complete problem-solving tasks using all four operations. LO: Apply number skills in a range of contexts. Complete an end-of-unit assessment followed by reflection on strengths and targets for improvement.	
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		Practise rounding using number lines and real-life examples.							
	Science 	Living and Non-Living Things Identify living, dead and non-living things. Describe the life processes (MRS GREN). Explain what living things need to survive. Introduce cells. Explain that all living organisms are made from cells and compare	Habitats Identify different habitats. Describe what plants and animals need in a habitat. Explain why organisms live in particular places. Introduce communities, ecosystems and biodiversity. Discuss how changes to one organism affect others	Adaptations Identify adaptations in plants and animals. Explain how adaptations help organisms survive. Introduce structural, behavioural and functional (physiological) adaptations. Explain how adaptations increase survival and reproductive success.	Food Chains and Interdependence Construct simple food chains. Identify producers, consumers and predators. Explain that living things depend on each other. Develop into food webs, competition, predator-prey relationships and the cycling of materials. Introduce decomposition and the role of microorganisms.	Human Impact on the Environment Identify ways humans affect the environment. Explain the importance of recycling and reducing waste. Describe ways to protect habitats. Introduce global warming, deforestation, pollution, maintaining biodiversity and sustainable	Variation and Inheritance Recognise that offspring are similar to their parents but not identical. Identify inherited characteristics. Explain variation within a species. Introduce DNA, genes, chromosomes and sexual reproduction. Explain the difference between genetic and environmental variation.	Evolution and Extinction Know that species change over time. Explain that fossils provide evidence for evolution. Identify reasons why species become extinct. Introduce Charles Darwin, natural selection, selective breeding,	

		plant and animal cells. Introduce the idea of unicellular and multicellular organisms. <i>I can use scientific vocabulary such as circulation, respiration, nutrients, reproduction</i>	within a habitat. <i>I can begin to evaluate how human activity affects habitats</i>	<i>I can describe how organisms are adapted to their environment.</i>	<i>I can understand relationships in ecosystems: producers, consumers and decomposers.</i>	development. Link to climate change and conservation. <i>I can begin to evaluate how human activity affects habitats</i>	Introduce simple dominant and recessive characteristics. <i>I can explain fertilisation and the development of the foetus.</i>	antibiotic resistance and evidence for evolution from fossils. <i>I can describe how organisms are adapted to their environment.</i>	
	PfA and Careers 	The class will conduct research and prepare items to be sold at a pop-up-shop. They will use public transport to visit venues – Merry Hill, The Bull Ring, etc. They will prepare marketing material and review costs and profits, customer service, etc. The lessons will conclude with the pop-up shop at a mall.							
Community + Relationships	World Around Us 	Introducing Walter Tull LO: Describe the early life of Walter Tull Examine the challenges	World War I LO: Describe the causes of World War I Students investigate the start of World War I	Walter Tull's Life as a Soldier LO: Describe life in the trenches via different sources –	Walter Tull's Life as a Soldier LO: Describe Walter's rapid rise in the army and how he overcame	The Battle of the Somme LO: Describe the Battle of the Somme. https://www.iwm.org.uk/learn	Walter's Death LO: Describe how Walter died in the second battle of the Somme.		

		that he faced Early Life and Career Students look at sources (photos and birth certs) to inspire further questions. <i>I can study important events, periods and people from local, British and world history.</i>	<i>I can begin to make links between causes, consequence and contexts using specific historical examples.</i>	poetry, etc, etc. <i>I can use different primary and secondary sources to investigate and answer questions.</i>	colour bars to become a leader. <i>I can study important events, periods and people from local, British and world history.</i>	ng/resources/battle-of-the-somme-gcse-source-analysis-skills-reliability-usefulness Use different sources to investigate the battle. <i>I can use different primary and secondary sources to investigate and answer questions.</i>	Investigate attempts to award Walter the Military Cross for Bravery. <i>I can study important events, periods and people from local, British and world history.</i>		
	PSHE Mrs Ralphs 	Relationships Equality in Relationships Assertiveness and Saying No Assessment – What is happening in	Relationships Equality in Relationships Assertiveness and Saying No Discuss the difference between	Relationships Equality in Relationships Assertiveness and Saying No	Relationships Equality in Relationships Assertiveness and Saying No Negative power	Relationships Equality in Relationships Assertiveness and Saying No. Using images - How do you know if the person is assertive and confident?	Relationships Equality in Relationships Assertiveness and Saying No. Using the Being Assertive example scenarios,	Relationships Equality in Relationships Assertiveness and Saying No. Saying no – discuss when this may happen and when you may	Relationships Equality in Relationships Assertiveness and Saying No. Discuss Saying no

		the picture? Discuss and word map responses. Discuss that none of them can see over the fence – discuss suggestions of what should be done. Decide that each person can have one box to stand on – can they see now. Discuss what they can be given as an equal resource. <i>I can identify differences in people. I can describe ways people can be different (race,</i>	equality and equity. Discuss given images and discuss if there is equality in your relationships. Using images list the different relationships and discuss that not all relationships can be equal, nor can they be. List equal and unequal relationships. <i>I can learn key terms: diversity, respect, discrimination .</i>	Discuss power dynamics in a relationship. What is power, and what would this look like in a relationship. List. Watch balanced relationship video- Make a list of what they feel is important to have for an equal and healthy relationship, these can be romantic or otherwise. <i>I can begin to recognise power in relationships</i>	dynamics – Discuss Using prompt questions discuss what they would expect not to see in a relationship that is healthy and balanced. Discuss relationship scenarios. <i>I can recognise inappropriate behaviours.</i>	Write on body outline. Watch assertiveness video. What is self-worth? Discuss and list examples. <i>I can begin to know the difference between passive, assertive and aggressive behaviour.</i>	discuss and come up with what someone might do or say for each point. Use sentence starters. Discuss how to be more assertive – Design a poster. <i>I can practise using assertive language.</i>	say no when you don't want to upset others. Read through the scenarios and invite students to work in pairs and fill in the Saying no' worksheet. <i>I can show how to say no and ask for help.</i>	and Consent. Discuss Consent scenarios. Consent and Sex discussion – the law. <i>I can show an understanding of the meaning of consent.</i>
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		<i>religion, disability, gender, family structure, etc.).</i>		<i>(bullying, control).</i>					
	Art 	Students will finish 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.	<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 	Using Computers Safely LO: Understand how to use a computer safely and respectfully. Introduce logging on, opening programs, saving work and basic mouse and keyboard skills. Discuss fairness when sharing computers and being kind online. Pupils create a simple poster with three rules for fair	Creating a Fairness Poster LO: Create a digital poster. Learn how to add text, change fonts, insert pictures and use colours. Pupils design a poster about fairness, equality or treating others with respect. <i>I can use simple editing tools to improve my work, like cropping images, changing fonts or</i>	Collecting Opinions LO: Enter information into a simple table. Discuss a question such as "What makes our classroom fair?" Pupils collect answers from classmates and enter the results into a simple table using a spreadsheet or table in word. <i>I can begin to use digital tools to collect and present</i>	Making Simple Charts LO: Create a simple chart from data. Use the data collected last lesson to create a bar chart or pictogram. Talk about how charts help people make fair decisions by showing information clearly. <i>I can use simple data-handling software, such as Excel, Google Sheets or 2Investigate.</i>	Writing About Fairness LO: Type and edit a short document. Pupils write a short paragraph about a time when they saw fairness or kindness. Learn how to change font size, bold headings, check spelling and save work. <i>I can use simple editing tools to improve my work, like cropping images, changing fonts or adjusting layouts.</i>	Presenting an Idea LO: Create a simple presentation with images and text. Introduce presentation software. Pupils produce a 2–3 slide presentation explaining why fairness is important at school, adding pictures, titles, animations and simple transitions. <i>I can use a range of multimedia tools to create high-quality digital content, like presentations,</i>	ICT Project – Our Fair School LO: Combine ICT skills to create a digital project. Pupils choose to create a poster, presentation or information page showing how everyone can make school a fair place. They use text, images and basic formatting before sharing their work with the class and discussing how technology can help people	

