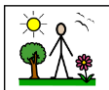


Halesbury School

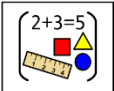
Post 16 - Medium Term Planning – Autumn 1 2026

Class : Post 16		GROUP 1			Teacher : CT			Staff : SRL		
Area of Learning		Week 1 Date: wb 31st Aug <i>1st - INSET day</i> <i>2nd – School starts</i>	Week 2 Date: wb 7 th Sept	Week 3 Date: wb 14 th Sept	Week 4 Date: wb 21st Sept	Week 5 Date: wb 28 th Sept	Week 6 Date: wb 5 th Oct	Week 7 Date: wb 12 th Oct	Week 8 Date: wb 19 th Oct	
Independent Living	Independent Living <u>E1</u> <u>Household Cleaning</u> 	LO1. Know what needs cleaning. Criteria: 1.1. Identify an area that needs cleaning.	LO2. Use equipment for cleaning. Criteria: 2.1. Use equipment to clean an area. 2.2. Complete the task, e.g. dispose of dirty water, and wash the mop. 2.3. Handle the equipment safely. LO3. Use products for cleaning. Criteria: 3.1. Use a product for cleaning. 3.2. Handle the product safely.				LO4. Know when to clean. Criteria: 4.1. Identify one area of the home that needs cleaning more often.	<u>Independent Living Unit</u> LO1. Review progress towards Independent Living. Criteria: 1.1. Identify an area where they feel they have increased their independence. 1.2. Identify an area they feel more confident in. LO2. Recognise what Independent Living means to them. Criteria: 2.1. State an effect increased independence has had on their life. 2.2. Identify where to get future guidance and advice.		
	<u>E2</u> <u>Household Cleaning</u>	LO1. Know what needs cleaning. Criteria:	LO2. Use equipment for cleaning. Criteria: 2.1. Use equipment in two different situations. 2.2. Use equipment to clean a room. 2.3. Complete the tasks by disposing of waste and putting equipment away.				LO4. Know when to clean. Criteria:	<u>Independent Living Unit</u> LO 1 Review progress towards Independent Living. Criteria:		

		1.1. Identify areas that need cleaning. 1.2. Identify cleaning needed in two different rooms.	2.4. Handle the equipment safely. LO3. Use products for cleaning. Criteria: 3.1. Use products for cleaning in two different situations. 3.2. Handle the product safely.				4.1. Identify one area of State what parts of the home need cleaning more often than others.	1.1 Identify two areas where they feel they have increased their independence. 1.2 Identify an area they feel more confident in 1.3 Identify where to get future guidance and advice. LO 2. Recognise what Independent Living means to them. Criteria: 2.1 State how increased independence has changed their lives. 2.2 Identify two aspirations they hope to achieve.
Independence in the Community <u>E1</u> <u>Knowing your local area</u> 	LO1. Know the location & use of buildings and facilities in own local area. Criteria: 1.2. Name the area in which they live.	LO1. Know the location & use of buildings and facilities in own local area. Criteria: 1.1. Identify two local buildings and their uses. (Use chrome books to look at a map to help identify first building)	LO2. Understand the community. Criteria: 1.1. Identify two local buildings and their uses. (Use chrome books to look at a map to help identify second building)	LO2. Understand the community. Criteria: 2.1. Identify at least two groups of people who make up the community. 2.2. Identify a community interest group.	LO 3. Understand own responsibilities in the community. Criteria: 3.1. Participate in a positive activity which may contribute to the community.	LO 3. Understand own responsibilities in the community. Criteria: 3.1. Continue to participate in a positive activity which may contribute to the community.	<u>Independent Living Unit</u> LO1. Review progress towards Independent Living. Criteria: 1.1. Identify an area where they feel they have increased their independence. 1.2. Identify an area they feel more confident in. LO2. Recognise what Independent Living means to them. Criteria: 2.1. State an effect increased independence has had on their life. 2.2. Identify where to get future guidance and advice.	

	<u>E2</u> <u>Knowing your local area</u>	LO1. Know the location & use of buildings and facilities in own local area. Criteria: 1.1. Name the place where they live and outline some of its features.	LO1. Know the location & use of buildings and facilities in own local area. Criteria: 1.2. Identify two local buildings and their uses. (Use chrome books to look at a map to help identify buildings)	LO2. Understand the community. Criteria: 1.3. Identify at least two public facilities in local area. 1.4. Identify when and how these might be used. (Use chrome books to look at a map to help identify facilities)	LO2. Understand the community. Criteria: 2.1. Identify at least two groups of people who make up the community. 2.2. Identify two community interest groups.	LO 3. Understand own responsibilities in the community. Criteria: 3.1. Participate in two positive activities which may contribute to the community.	LO 3. Understand own responsibilities in the community. Criteria: 3.2. Identify a negative action which may impact on the community.	<u>Independent Living Unit</u> LO1 Review progress towards Independent Living. Criteria: 1.1 Identify two areas where they feel they have increased their independence. 1.2 Identify an area they feel more confident in 1.3 Identify where to get future guidance and advice. LO2. Recognise what Independent Living means to them. Criteria: 2.1 State how increased independence has changed their lives. 2.2 Identify two aspirations they hope to achieve.	
	Independence in Cooking Topic: 	INSET	Put shopping away Familiarise students with new layout of cupboards - equipment has been moved. Play Kitchen Bingo	Introduce kitchen hygiene topic. Use pictures of dirty and clean kitchens and discuss importance of keeping kitchens clean. Look at pictures of cleaning products	Make scrambled eggs in frying pan and use toaster to make toast. Wash up equipment and discuss correct equipment to use (dishcloth, washing up sponge, tea towel)	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.	Make cheese or ham toastie. Give prompts where needed. Discuss safety when using the toastie maker and allow students to use it as independently as possible.	Weighing & Measuring Practise weighing out different ingredients - flour, butter, sugar. Wash up equipment after use Use homemade cleaning spray to clean tables	Remind about using the oven safely Make Autumn/ Halloween biscuits using weighing skills practised last week Use homemade cleaning spray to clean tables

				available in the shops. Students to work in pairs to make own cleaning spray using natural ingredients. Use label template to design label and name product. <i>1.1 Identify a consequence of a dirty kitchen</i>	Use homemade cleaning spray to clean tables <i>2.1 Identify two pieces of equipment needed (to clean a kitchen)</i>	Sprinkle pasta with cheese when cooked Use homemade cleaning spray to clean tables and hobs when cool. <i>2.2 Use equipment to clean two different parts of a kitchen</i>	Turn off when finished and allow to cool. Students to wash up, clean tables and clean toastie maker when cool enough. <i>3.1 Identify two products and their uses (to clean a kitchen)</i>	<i>3.2 Use the products safely (to clean a kitchen)</i>	and hobs when cool <i>2.2 Use equipment to clean two different parts of a kitchen</i>
	Communication and Language <u>E2 Spelling Focus</u> Criteria per entry level 	E2: Assess prior knowledge – use of practice papers.	LO1 Use alphabetical order 1.1 Sequence words in alphabetical order using first and second letters 4.2 Spell correctly words designated for Entry Level 2	LO2 Spell plurals, tenses and affixes 2.1 Form regular plurals of familiar nouns using -s, -es 4.2 Spell correctly words designated for Entry Level 2	LO2 Spell plurals, tenses and affixes 2.2 Use common suffixes -ed and -ing to show past and present verb tenses 4.2 Spell correctly words designated for Entry Level 2	LO2 Spell plurals, tenses and affixes 2.3 Use common prefixes un- and in- to show the negative LO3 Spell words with simple spelling patterns 3.1 Spell words with simple consonant clusters correctly	LO3 Spell words with simple spelling patterns 3.2 Spell compound words correctly LO4 Spell correctly personal details and words designated for Entry Level 2 4.1 Spell personal details correctly 4.2 Spell correctly words designated for Entry Level 2	Assessment week -Review content recorded -gather data	Assessment week -Address areas that need improvement

	<u>E3</u> <u>Spelling</u> <u>Focus</u>	E3: Assess prior knowledge – use of practice papers.	LO1 Recognise and use basic spelling patterns 1.1 Recognise basic word families 1.2 Use simple homophones LO3 – Review words on E3 spelling list	LO1 Recognise and use basic spelling patterns 1.3 Understand spelling patterns in plural words 1.4 Use letters to sequence words in alphabetical order LO3 – Review words on E3 spelling list	LO2 Spell words with basic spelling patterns 2.1 Spell everyday verbs with regular and irregular patterns 2.2 Understand spelling patterns when using affixes LO3 – Review words on E3 spelling list	LO2 Spell words with basic spelling patterns 2.3 Understand the use of: - common prefixes - common suffixes 2.4 Recognise and spell words with silent letters	LO3 Proofread and correct spelling errors in a short text 3.2 Identify spelling errors in short texts 3.2 Correct spelling errors in a short text LO3 – Review words on E3 spelling list	Assessment week -Review content recorded -gather data	Assessment week -Address areas that need improvement
	Number and Problem Solving Criteria per entry level <u>E2: Whole Numbers</u> 	Assess prior knowledge – use of practice papers. E2: LO1 Be able to count reliably up to 100 items 1.1 Count up to 100 items 1.2 Count in twos up to 100 LO1 Be able to count reliably up to 100 items 1.3 Count in tens up to 100	LO1 Be able to count reliably up to 100 items 1.4 Count on in tens up to 100, starting from any two-digit number LO2 Recognise and sequence odd and even numbers up to 100 2.1 Recognise odd and even numbers up to 100	LO2 Recognise and sequence odd and even numbers up to 100 2.2 Sequence odd and even numbers up to 100 LO3 Be able to read numbers up to 200 3.1 Read the numbers 0 to 200 LO4 Be able to Write numbers up to 200	LO 5 Be able to order and compare numbers up to 200 5.1 Arrange digits in order of size from 0 to 200 5.2 Identify when a number is lower or higher than another, using numbers up to 200 5.3 Compare the numbers 0 to 200 as being more than or less than another	LO 5 Be able to order and compare numbers up to 200 5.4 Identify what each digit in a two-digit number represents, including the use of zero as a place holder	LO6 Be able to approximate by rounding to the nearest 10 6.1 Identify place values for units and tens 6.2 Round numbers to the nearest 10	Assessment week -Review content recorded -gather data	Assessment week -Address areas that need improvement

		Gp 1 – Crafts Gp 2- Textiles Gp 3 - Land Work	Gp 1 – Textiles Gp 2- Land Work Gp 3 - Crafts	Gp 1 – Land Work Gp 2- Crafts Gp 3 - Textiles	Gp 1 – Crafts Gp 2- Textiles Gp 3 - Land Work	Gp 1 – Textiles Gp 2- Land Work Gp 3 - Crafts	Gp 1 – Land Work Gp 2- Crafts Gp 3 - Textiles	Gp 1 – Crafts Gp 2- Textiles Gp 3 - Land Work	Gp 1 – Textiles Gp 2- Land Work Gp 3 - Crafts
	Ashfield Gardens	At Ashfield the groups will work as teams on different tasks that need attending to each week. Pupils will be working towards personalised targets relating to their EHCP'S, speech and language and AQA targets. AQA These are the subjects the students are working towards until the end of the summer term; • Introduction to woodland maintenance (78658 LV E) • Sustainable gardening (115224 LV1) • Use of garden tools (CE4868 LV E) • Recognising & Using gardening tools (LE5555 LV E) Outdoor education (unit 4): Introduction to garden maintenance (111261 LV1)							
	Odell Centre	• All vocational placements focus on: • Social and communication skills • Team work • Working with less familiar adults • Listening, interpreting and following instruction • Self advocacy skills • Exploring less familiar environments and routines							
	Discover U								
	Emily Jordan								
Community and Relationships	PSHE Topic: 	INSET DAY 	LO Know how to stay safe from other's behaviour. <i>2.1 Identify situations that pose a risk to self.</i> <i>2.2 Identify possible strategies to</i>	LO Know how to stay safe from other's behaviour. <i>2.3 Identify a strategy for dealing with such a situation.</i> Group to discuss	LO Know basic emergency aid techniques. <i>3.1 Identify an emergency situation and describe what needs to be done.</i>	LO Know basic emergency aid techniques. <i>3.2 Identify emergency contacts.</i> <i>3.3 Simulate the making of a 999-telephone call.</i>	LO Know familiar health and safety signs. <i>4.1 Identify two health and safety signs.</i> Class discussion of what health	LO Know familiar health and safety signs. <i>4.1 Identify two health and safety signs.</i> Class discussion of Yellow signs seen in the	LO Know familiar health and safety signs. End Assessment Health and Safety signs quiz.

			<i>prevent these situations.</i> Class discussion of when you may feel unsafe. List these and complete how you would make these situations safe. Visuals where needed.	different scenarios and what strategies they need to follow if something happens.	Discuss what emergency situations may be. List some emergency situations that require immediate help and discuss why. Group to list emergency contacts and identify what number to ring in an emergency, including coastal area, 999 and 112.	Listen to an emergency call scenario. Role play making an emergency call. Class to list and sequence what to do and read from during roleplay.	and safety signs see in the community. List these Identify red signs that are prohibited and can cause danger e.g. No Smoking.	community that are usually a warning sign of a potential hazard. What are they for, discuss and list some. Class discussion of Green signs that give information, e.g. emergency exits. Label health and safety signs.	
PE 	Yoga and Gym To move in different ways to music To develop balance and stability across all previously learned and newer poses.	Yoga and Gym To move in different ways to music To develop balance and stability across all previously learned and newer poses.	Yoga and Gym To move in different ways to music To develop balance and stability across all previously learned and newer poses.	Yoga and Gym To use music in different ways to support my exercise within the class. To further master core yoga poses such as child's pose, cobra pose, cat-cow pose and corpse pose	Yoga and Gym To use music in different ways to support my exercise within the class. To further master core yoga poses such as downward dog, the warrior pose, the tree pose	Yoga and Gym To use music in different ways to support my exercise within the class. To further master core yoga poses such as child's pose, cobra pose, cat-cow pose and corpse pose	Yoga and Gym To show an adult different ways you move to music To develop smoother transitions between movements by imitating moves.	Yoga and Gym To show an adult different ways you move to music To develop smoother transitions between movements by imitating moves.	