

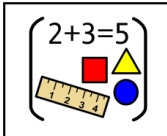
Halesbury School
Post 16 - Medium Term Planning – Autumn 1 2026

Class: LL Group		Post 16			Teacher : Lorna		Staff : Corinne, Carolyn, Michelle		
Area of Learning		Week 1 Date: 31/8	Week 2 Date: 7/9	Week 3 Date: 14/9	Week 4 Date: 21/9	Week 5 Date: 28/9	Week 6 Date: 5/10	Week 7 Date: 12/10	Week 8 Date: 19/10
Independent Living	Independent Living Household Cleaning – E1 -Criteria set out weekly but targets coexist for tasks. 	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.	Criteria: 2.2. Complete the task, for example, 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.	Criteria: 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.	Assessment week -Review content recorded -gather data -address areas that need improvement	Assessment if necessary -introduce new topic: 'Using a domestic appliance' – establish prior knowledge and experience.
	Independence in the Community Knowing your local area ~ Entry 1 	LO1. Know the location and use of buildings and facilities in own local area. Criteria: 1.1. Identify two local buildings and their uses.	Criteria: 1.2. Name the area in which they live.	LO2. Understand the community. Criteria: 2.1. Identify at least two groups of people who make up the community.	Criteria: 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.	Criteria: 3.1. Continue to participate in a positive activity which may contribute to the community.	Assessment week -Review content recorded -gather data -address areas that need improvement	Assessment if necessary -introduce new topic: 'Volunteering' – establish prior knowledge and experience.

	Independence in Cooking Topic: Kitchen Hygiene 	INSET	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 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 if they can. <i>1.1 Identify a consequence</i>	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) Use homemade cleaning spray to clean tables <i>2.1 Identify a piece of equipment for cleaning</i> (Use verbal and visual prompts to support)	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 Use homemade cleaning spray to clean tables <i>3.1 Use a product safely for cleaning</i> (Use verbal and visual prompts to support)	Make cheese or ham sandwich Practise spreading butter on both pieces of bread Use homemade cleaning spray to clean tables <i>1.1 Identify a consequence of a dirty kitchen</i> (Independently where possible)	Weighing & Measuring Practise weighing out different ingredients - flour, butter, sugar. Wash up equipment after use Use homemade cleaning spray to clean tables <i>2.1 Identify a piece of equipment for cleaning</i> (Independently where possible)	Remind about using the oven safely Make Autumn/Halloween biscuits using weighing skills practised last week Use homemade cleaning spray to clean tables <i>3.1 Use a product safely for cleaning</i> (Independently where possible)
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				of a dirty kitchen (Use verbal and visual prompts to support)						
Education & Employment	Communication and Language Spelling LEVELS: Pre and 1 	PRE ENTRY Pre (Reading) 1 Recognise individual letters of the alphabet 1.1 Recognise uppercase letters of the alphabet 1.2 Recognise lowercase letters of the alphabet Read Indicative Content in Spec		ENTRY LEVEL 1 1 Understand alphabetical order and spelling patterns 1.1 Arrange words into alphabetical order using first and second letters 1.2 Write in alphabetical order using upper and lowercase letters 1.3 Spell words using knowledge of basic vowels 1.4 Spell words using knowledge of basic consonants 2 Spell personal details and words designated for Entry Level 1 2.1 Spell some key words pertaining to personal information correctly 2.2 Spell correctly words designated for Entry Level 1				ENTRY LEVEL 2 1 Use alphabetical order 1.1 Sequence words in alphabetical order using first and second letters 2 Spell plurals, tenses and affixes 2.1 Form regular plurals of familiar nouns using -s, -es 2.2 Use common suffixes -ed and -ing to show past and present verb tenses 2.3 Use common prefixes un- and in- to show the negative 3 Spell words with simple spelling patterns 3.1 Spell words with simple consonant clusters correctly 3.2 Spell compound words correctly 4 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		
	Communication and Language Spelling	Pre entry E1 Assess prior knowledge – use of practice papers.	Pre entry E1 Assess prior knowledge – use of practice papers.	Pre entry 1.1 Recognise uppercase letters of the alphabet	Pre entry 1.2 Recognise lowercase letters of the alphabet	Pre entry <i>Recognise individual letters</i> <i>Interchange and use upper and lower case within words - Read Indicative Content in Spec</i> -	Pre entry	Assessment week (E1- 2.1 spell key words pertaining to personal information correctly)	-introduce new topic: Speaking & Listening	

				E1 alphabetical order: letters 1.2 Write in alphabetical order using upper and lowercase letters	E1 alphabetical order: Words 1.1 Arrange words into alphabetical order using first and second letters	E1 Spelling: 1.3 Spell words using knowledge of basic vowels 1.4 Spell words using knowledge of basic consonants	E1 LO2: personal details and words 2.2 Spell Entry Level 1 designated words 2.1 spell key words pertaining to personal information correctly		
Pre entry – Number Skills Introduction to Number LO1 Understand the difference between more, less and many 1.1 Identify a group of many items 1.2 Identify a group which is more than another 1.3 Identify a group which is less than another LO2 Work with numbers 1 to 10 2.1 Recognise numbers 1 to 10 2.2 Form numbers 1 to 10 LO3 Relate numbers to collections of objects 3.1 Identify a group of 5 objects 3.2 Identify a group of 10 objects LO4 Use simple positional vocabulary and ordinal numbers 4.1 Describe the position of objects 4.2 Describe the position of people Talking Maths LO1 Join in rote counting 1.1 Verbally count to 10 LO2 Verbally identify objects 2.1 Identify 5 objects from surroundings 2.2 Identify 5 objects from 10 provided					E1- Whole Numbers LO1 Be able to count up to 20 1.1 Count forwards from 1 to 20 in order 1.2 Count onwards from any number towards 20 1.3 Count items up to 20, recognising that if they are rearranged there are still the same number of items LO2 Be able to count backwards from 20 2.1 Count backwards from 20 to 1 2.2 Count backwards to any number from 20 LO3 Know the written form of the numbers 0 to 20 3.1 Read the number names from 0 to 20 3.2 Write the number names from 0 to 20 3.3 Read the numbers from 0 to 20 in digit form 3.4 Write the numbers from 0 to 20 in digit form 3.5 Match numbers in words and digit form up to 20 LO4 Be able to order the digits 0 to 20 4.1 Arrange digits in order of size from 0 to 20 4.2 Identify when a number is lower or higher than another, using numbers up to 20 4.3 Identify the ordinal numbers up to 20, e.g. first, second, third				

LO3 Describe a single object 3.1 Describe an object by its size 3.2 Describe an object by its length LO4 Verbally compare the differences in size 4.1 Describe an object that is larger 4.2 Describe an object that is smaller LO5 Verbally use the terms full and empty 5.1 Identify an object that is full 5.2 Identify an object that is empty LO6 Verbally compare differences in capacity 6.1 Describe an object by its capacity LO7 Identify an odd one out 7.1 Identify the odd one out from five familiar items																										
Number and Problem Solving Whole Numbers 2+3=5 			Assess prior knowledge – use of practice papers.			Assess prior knowledge – use of practice papers. Pre entry E1			Pre entry <u>Introduction to Number</u> More, less, many 1.1 Identify a group of many items 1.2 Identify a group which is more than another 1.3 Identify a group which is less than another E1 1 – 20 number knowledge: 1.1 Count forwards from 1 to 20 in order 1.2 Count onwards from any number towards 20			Pre entry 1 – 10 number knowledge: 2.1 Recognise numbers 1 to 10 2.2 Form numbers 1 to 10 Link Talking Maths – TM - LO1 E1 written form of the numbers 0 to 20 3.1 Read the number names from 0 to 20 3.2 Write the number names from 0 to 20 3.3 Read the numbers from 0			Pre entry numbers to collections/groups of objects 3.1 Identify a group of 5 objects 3.2 Identify a group of 10 objects Link TM LO2 E1 count backwards from/ within 20 2.1 Count backwards from 20 to 1 2.2 Count backwards to any number from 20			Pre entry positional vocabulary and ordinal numbers 4.1 Describe the position of objects 4.2 Describe the position of people E1 order - digits 0 to 20 4.1 Arrange digits in order of size from 0 to 20 4.2 Identify when a number is lower or higher than another, using			Assessment week (Talking Maths LO3 – basic sizes: 3.1 Describe an object by its size 3.2 Describe an object by its length) E1 order - digits 0 to 20 4.3 Identify the ordinal numbers up to 20, e.g. first, second, third			-introduce new topic: Addition/ Subtraction		

	Vocational skills: <i>Emily Jordan:</i>	Community charity focus on recycling processing skills or bike maintenance	• 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						
	<i>Odell centre:</i>	Community centre focus on the arts: dance and movement							
	<i>Discover U</i>	Community charity focus on homeware and crafts skills							
Community and Relationships	PSHE Topic: Personal Safety 	LO Know how to stay safe at home. <i>1.1 Identify a way of protecting the home.</i> Class discussion using visual images of ways to protect the	LO Know how to stay safe at home. <i>1.1 Identify a way of protecting the home.</i> Group to identify hazards in the home and how to avoid them using visual images.	LO Know how to stay safe from other's behaviour. <i>2.1 Identify situations that feel unsafe.</i> Using visual images discuss when you can feel unsafe. Sort images into safe and	LO Know basic emergency aid techniques. <i>3.1 Identify an emergency situation.</i> Discuss images of emergency situations at beach, home, street, online, park. Recognise what is unsafe and using widget	LO Know basic emergency aid techniques. <i>3.1 Identify emergency contacts.</i> Class discussion of emergency contacts and who they are. Discuss and identify the emergency	LO Know familiar health and safety signs. <i>4.1 Identify one health and safety sign.</i> To discuss widget images of health and safety signs. To identify a red sign, prohibition sign likely to cause	LO Know familiar health and safety signs. <i>4.1 Identify one health and safety sign.</i> To discuss widget images of health and safety signs. To identify a yellow sign, warning people of hazards.	LO Know familiar health and safety signs. <i>4.1 Identify one health and safety sign.</i> To discuss widget images of health and safety signs. To identify a green sign, giving information e.g. emergency exit.

		home. Group to recognise and identify 4 images of how to keep your home safe.		unsafe situations and how stay safe.	show how to be safe.	services number 999. To recognise who can provide help in an emergency situation at beach, home and street.	danger e.g. No Smoking.		
	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.