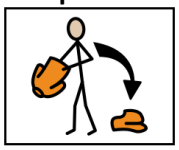
Halesbury School Medium Term Planning									
Class: Maple				**Topic: Survival**					
Area of Learning		**Week 1** **Date:** **02/11/26**	**Week 2** **Date:** **09/11/26**	**Week 3** **Date: 16/11/26**	**Week 4** **Date: 23/11/26**	**Week 5** **Date:** **30/11/26**	**Week 6** **Date:** **07/12/26**	**Week 7** **Date:** **14/12/26**	
Independent Living	**My Independence** 	Shopping for a present Presents and occasions Understanding why we give presents Identify different occasions; match suitable presents to people/occasions; express a preference Picture sorting: birthday, Christmas, thank-you, celebration; present/person matching;	Shopping for a present Making a shopping list Planning what to buy Recognise common shop items; create a simple shopping list; distinguish between need and want Look through catalogues/retailer pages; choose a recipient and occasion; make a pictorial or written	Shopping for a present Working with money Prices and budgeting Recognise £ and p; read price labels; compare prices; select an item within a budget Match items to prices; identify cheapest/more expensive; practical coin/note work; give pupils a £10 or £20 example budget	Shopping for a present Comparing products Identify important information about products; compare two or three possible presents; give a reason for a choice Product cards with pictures, prices and simple descriptions; comparison grid: price / suitable / I like it; speaking task explaining final choice	Shopping for a present Functional communication Ask appropriately for an item; ask the price; understand common responses; use polite language Model dialogue; role-play customer/shop assistant; communication cards: “Excuse me…” “How much is…?” “Can I	Shopping for a present Completing a transaction Select the correct item; understand total/change at an appropriate level; follow a shopping sequence Set up a classroom shop; pupils receive a list and budget; locate item, ask for it, pay and collect a receipt Practical shopping task	Shopping for a present Final shopping challenge Applying the whole sequence independently Plan a purchase; stay within a budget; communicate with a shop assistant; explain the final choice Scenario: “Choose a present for someone with a budget of £5.” Pupils	

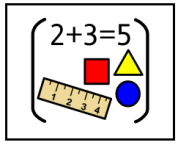
		sentence stems: "I would buy ___ because ___."Verbal responses, matching activity and completed sentences	present list Individual shopping list	Correct price matching and budget challenge	Product comparison and reasoned choice	have…?" "Thank you." Role-play observation checklist		make a list, compare options, role-play the purchase and create a gift tag/card Teacher checklist plus pupil self-assessment	
	Cooking  **TOPIC:** **FOOD AROUND THE WORLD**	**Introduction** Look at flags for 3 focus countries and learn some facts about each country. Students to choose 1 flag to colour in to display in room. Recall facts at end of lesson.	India Look at India flag and recall facts from last week. Students to make spicy rice working in pairs. Discuss how to cook rice and adults to supervise to ensure safe use of knives. *I can use measuring cups to measure dry ingredients independently*	Spain Look at Spain flag and recall facts from week 1. Students to make Spanish Omelette/Tortilla working in groups of 3. Adults to support cooking of omelette at hob. *I can make an omelette with adult support*	Greece Look at Greece flag and recall facts from week 1. Students to make Tzatziki in groups of 2 Adults to supervise safe use of knives. *I can use a grater to grate fruit or vegetables with adult support/ independently*	Seasonal Cooking Mincemeat Students to make their own jar of mincemeat to use next week to make mince pies. Jars will be cleaned and sterilised in advance. Use measuring cups and measuring spoons to measure out	Seasonal Cooking Mince Pies Students to make own pastry for mince pies working in pairs. Ingredients will be weighed out in advance. Roll and cut pastry to make base of pies, add one teaspoon of mincemeat	Seasonal Cooking Gingerbread Students to work in pairs to weigh out ingredients for gingerbread. Mix dough and roll out. Can choose from person cutter or a round biscuit cutter. Adults to support with putting in oven and taking out when cooked.	

						the correct quantities of each ingredient and mix together before adding to jar. Adult support as needed. Students to wash up as independently as possible. Add label to jar and keep in school to use next week. *I can explain that preserving some food will help it last longer*	and finish with pastry star. Adults to support with putting in oven and taking out when cooked. Students to wash up as independently as possible. *I can put food in the oven using oven gloves independently* *I can take food out of the oven using oven gloves independently*	Students to wash up as independently as possible. *I can put a baking tray in the oven independently*	
Education + Employment	**Communication and Language** 	Fiction Week 1: What is fiction? Key question: What makes a story a story?	Fiction Week 2: Characters Key question: Who is in our story?	Fiction Week 3: Settings and description Key question: Where does the story happen?	Fiction Week 4: Plot and sequencing Key question: What happens in a story?	Fiction Week 5: Problems, feelings and dialogue Key question: How do	Fiction Week 6: Planning our own fiction Key question: How do	Fiction Week 7: Creating and sharing our stories	

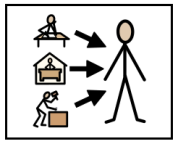
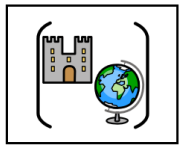
		Learning objectives: Recognise the difference between fiction and non-fiction. Identify a story's title, characters and setting. Retrieve basic information from a short text. Activities: Fiction or non-fiction sorting activity using real books/book covers and picture cards. Introduce: Fiction = made-up stories Read an accessible short story together.	Learning objectives: Identify the main character. Describe appearance. Identify simple personality traits. Give a reason for an opinion. Vocabulary character, appearance, personality, kind, brave, worried, angry, friendly Activities: Start with a mystery character picture. Build a class description: He has... She is... They are...	Learning objectives: Identify a setting. Retrieve details about a setting. Use adjectives appropriately. Produce a simple descriptive sentence. Suggested settings Keep them stimulating but concrete: Abandoned theme park forest football stadium strange school spaceship city at night island Activities Reveal an interesting setting image. Ask: What can I see? What might I hear?	Learning objectives: Sequence events. Recognise beginnings, middles and endings. Retell a simple narrative. Introduce a very concrete structure: 1. Beginning Who? Where? 2. Problem Something happens. 3. Resolution The character tries to solve it. 4. Ending What happens afterwards? Give pupils mixed-up pictures from a familiar/short story and	characters react when something goes wrong? Learning objectives: Identify a character's feelings. Give simple reasons for feelings. Explore speech/dialogue. Develop the problem in a story. Hook Give pupils scenario cards: Your phone disappears. You hear something behind you. You miss the bus. You find a locked box.	authors plan stories? This week brings Weeks 1–5 together. Learning objectives: Create a fictional character. Select/create a setting. Develop a simple problem and resolution. Sequence ideas logically. Give pupils considerable choice but limit the number of decisions. For example: Choose a character pupil robot	Key question: Can I become an author? Learning objectives: Use a plan to create a narrative. Sequence ideas. review writing at an appropriate level. communicate fiction to an audience. Lessons 1–2: Create Possible final outcomes should not be limited to traditional extended writing. Pupils could produce: handwritten story typed story	

		Introduce the three building blocks: CHARACTER + SETTING + EVENTS Pupils identify these from the shared story. Create a simple story map using pictures/symbols. SEN differentiation Entry level: Match character/setting pictures and choose between two answers. Developing: Complete sentence stems:	Sort adjectives into: Appearance | Personality | Feelings Read a short section featuring an interesting character. Create a character profile: Name Age Appearance Likes Dislikes Personality Something unusual about them Writing focus Move pupils through: The boy is tall. to:	How might I feel? Build a sensory vocabulary bank. Model: There was a house. Improve together: At the end of the dark road stood an old, broken house. Pupils create their own setting. SEN scaffolding Use a five-senses grid: 👁 See 👂 Hear 👃 Smell ✋ Feel Writing frame:	physically sequence them. Then sequence written sentences. Writing focus Teach sequencing vocabulary: First → Next → Then → After that → Finally Main activity Create a four-box comic strip/storyboard. Beginning Problem Resolution Ending Character + setting What goes wrong? What do they do? How does it finish? This becomes the structure pupils	Ask: How would the character feel? Match scenarios to emotion cards. Move from: He was scared. to: He was scared because he heard footsteps behind him. Drama Use freeze-frames and role play. One pupil becomes the character. Other pupils ask: What happened?	👽 alien 🕵 detective Choose a setting 🏫 school 🌲 forest 🏙 city 🚀 space Choose a problem something is missing someone is lost something strange appears the character is trapped Then complete: MY STORY PLAN Character: _____ Setting: _____	comic strip storyboard with captions picture book dictated story recorded narrated story Use individual writing targets. Editing checklist I have... ☐ included a character ☐ included a setting ☐ included a problem ☐ put events in order ☐ included an ending ☐ used capital letters ☐ used full stops Add differentiated personal	

		The character is ___. The story happens ___. Extending: Explain how we know a text is fictional. Evidence Book sort, character/setting sheet and simple story map.	The tall boy has messy brown hair. and, where appropriate: The tall boy has messy brown hair and a nervous expression. Practical option Create the character using Lego, drawing, collage, avatar software or physical props before writing about them.	I can see ___. I can hear ___. The ___ is ___. I feel ___ because ___. Challenge: use two adjectives or and / but / because.	will reuse for their final story.	How do you feel? What are you going to do? For pupils with communication difficulties, provide symbol-supported choices. Dialogue Introduce simple speech where appropriate: "Who's there?" shouted Sam. For pupils not ready for speech punctuation, prioritise what the character might say rather than accuracy of punctuation.	Beginning: _____ Problem: _____ What happens next: _____ Ending: _____ Pupils who struggle with writing can draw, select symbols, dictate or verbally rehearse their story. Critical SEN strategy Have pupils repeatedly tell their story orally from their storyboard: First... Then...	targets rather than requiring every pupil to meet every criterion. Final lesson: Author celebration Pupils share their work through reading aloud, teacher-read stories, recorded narration or paired sharing. Award specific certificates such as: 🏆 Creative Character 🏆 Super Setting 🏆 Brilliant Storytelling 🏆 Great Vocabulary 🏆 Fantastic Effort	

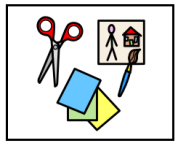
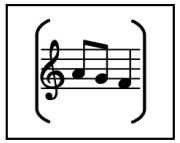
							But suddenly... Finally... Get the narrative secure before expecting extended writing.		
	Number and Problem Solving 	**<u>Division</u>** Introduce the new topic of division, sharing and groups. <u>Shape, Position, Direction</u> Naming 2D and 3D shapes in different forms	**<u>Division</u>** To understand and share objects equally to solve simple division problems <u>Shape, Position, Direction</u> Identifying properties of shapes. Naming a shape form its properties	**<u>Division</u>** To understand and use grouping to find how many groups of a number fit into a total <u>Shape, Position, Direction</u> Positional language – using appropriate language to describe the position of an object	**<u>Division</u>** To understand and solve simple division facts using times tables <u>Shape, Position, Direction</u> Positional language – following directions and using language to describe a route	**<u>Division</u>** To understand how and when to use the bus stop method. <u>Shape, Position, Direction</u> Directions and turns	**<u>Division</u>** To recap and revise skills learned in lesson <u>Shape, Position, Direction</u> Recap on shape	**<u>Division</u>** To recap and revise skills learned in lesson<u>.</u> <u>Shape, Position, Direction</u> Recap of Autumn term topics	
	Science 	Ecology Classification	Ecology Classification Grouping animals	Ecology Classification Vertebrates and invertebrates	Ecology Classification Five vertebrate groups	Ecology Classification Habitats and adaptations	Ecology Classification Food chains and ecology	Ecology Classification	

		Living and non-living things Identify living and non-living things. Recognise simple characteristics of living things. Sort photographs/ objects into living and non-living groups. Outdoor "living things hunt". Use symbols/photos to describe what makes something living. Photo sorting task; identify 3 living things; verbal/symbol-supported questioning.	Recognise that animals have different characteristics. Sort animals using visible features. Animal picture/card sort: legs/no legs, wings/no wings, fur/scales/feathers, land/water. Pupils explain or select why animals belong together. Independently sort animals into at least two groups.	Understand that some animals have a backbone and others do not. Identify simple examples of each group. Use model skeletons/images. Feel own backbone. Sort familiar animals such as dog, fish, spider, snail and worm. Make a two-group classification poster. Correctly classify familiar examples using pictures, objects or words.	Identify mammals, birds, fish, reptiles and amphibians. Recognise key characteristics of each. Matching activities using animals and characteristics. Create five labelled hoops/stations and physically sort animal cards. "Guess my animal" game using clues. Match animals to the correct vertebrate group and give/select one characteristic.	Recognise that living things live in different habitats. Link simple adaptations to survival. Explore woodland, pond, desert, ocean and polar habitats. Match animals to habitats. Practical adaptation demonstrations, for example insulation using gloves/materials. Complete an animal-habitat matching task and identify one useful adaptation.	Understand that living things depend on one another. Construct a simple food chain. Recognise producer and consumer at an appropriate level. Use large picture cards/arrows to physically build food chains. Explore examples such as grass → rabbit → fox. Create food-chain strips or posters. Put a three-stage food chain in order and explain/select what the	Classification challenge and assessment Apply knowledge from the unit to classify unfamiliar animals. Use characteristics to make choices. Review habitats and food chains. Classroom "zoo scientist" challenge. Pupils classify a selection of animals. Create simple yes/no branching keys. End-of-unit quiz/game and practical sorting assessment. Practical classification	

							arrows represent.	assessment plus pupil self-assessment showing what they can now identify and group.	
	PfA and Careers 	This term pupils will have sessions with Birmingham Hippodrome Theatre working on a Drama project during the morning. Afternoon sessions will be 'out and about' where pupils will make short trips into the local community. Theses sessions will also support learning in the My Independence subject area.							
Community + Relationships	**World Around Us** 	Geography: Volcanoes What is a volcano? Know what a volcano is. Recognise that volcanoes can erupt. Learn Key vocabulary. Picture/video stimulus; identify volcanoes from photographs; introduce volcano, lava,	Geography: Volcanoes Inside a volcano Identify the main parts of a volcano. Understand the difference between magma and lava. Large visual diagram; label magma chamber, vent, crater, lava, ash cloud; cut-and-stick	Geography: Volcanoes Why do volcanoes erupt? Develop a simple understanding of pressure beneath the Earth's surface. Sequence an eruption. Demonstrate pressure safely using an appropriate classroom model; eruption sequencing cards; cloze paragraph; role-	Geography: Volcanoes Where are volcanoes? Locate examples of volcanoes on a world map. Recognise that some parts of the world have more volcanoes than others. Find continents using a world map; locate selected volcanoes; colour-code a map; introduce the Pacific Ring of	Geography: Volcanoes Living near a volcano Identify positive and negative effects of volcanoes. Consider why people might live near one. Sort cards into advantages/dangers; explore fertile soil, tourism and hazards; photograph inference	Geography: Volcanoes A famous eruption Explore a real volcanic eruption. Identify key facts and describe what happened. Use Mount Vesuvius and Pompeii as an accessible case study; read differentiated information; highlight key facts;	Geography: Volcanoes Volcano project and review Recall key learning from the unit. Communicate knowledge to others. Create a poster, booklet, PowerPoint or model; include labelled volcano, vocabulary, eruption	

		magma, eruption, ash; label a simple volcano picture; make a vocabulary matching game. Verbal questioning; vocabulary matching; labelled diagram.	diagram; build a simple volcano model; sequencing activity showing magma reaching the surface. Completed labelled diagram; pupil explanation using key words.	play an eruption; create a storyboard showing before, during and after an eruption. Correctly ordered sequence; completed storyboard/cloze activity.	Fire at an accessible level; use an atlas or digital map. Annotated world map; teacher questioning.	activity; imagine living near a volcano and write a diary entry or complete sentence stems. Sorting task; diary entry, spoken response or symbol-supported response.	sequence events; write a simple newspaper report or create a news broadcast. Comprehension questions; sequencing; newspaper report/news presentation.	explanation, map and interesting facts; pupils present projects; finish with a low-stakes quiz. Final project; presentation; quiz; pupil self-assessment.	
	PSHE 	**Healthy Me** **Zones of Regulation** What are the Zones of Regulation? Show images. Introduce each zone with a physical gesture or object	**Healthy Me** **Zones of Regulation** How to use the Zones boards in class. Model and pupils use. Match basic emotions or body signals to zones.	**Healthy Me** **Zones of Regulation** Emotions bingo. Match bingo images to zones. *I can recognise basic emotions.*	**Healthy Me** **Zones of Regulation** Show picture cards of characters and scenarios. Place each card in the correct zone. Recognise simple regulation tools e.g deep	**Healthy Me** **Taking Responsibility for my Health and Wellbeing.** Play 'Guess who I am?', e.g. someone can make an appointment to see me if they're worried about their health –	**Healthy Me** **Taking Responsibility for my Health and Wellbeing.** Discuss 'What is an Agony Aunt?' Pupils are going to act as agony aunts. Role Play Scenarios – Small group	**Healthy Me** **Taking Responsibility for my Health and Wellbeing.** End Assessment Emotions and who can you ask for help. Bingo	

		Recognise zones. List or draw emotions. Emotion Bingo. Match to Zone. *I can recognise the four Zones of Regulation using color-coded visuals (Blue, Green, Yellow, Red).*	*I can identify emotions with simple colour associations.*		breathing, fidget toy. Staff to model a regulation tool. Practice a regulation tool – calm music, breathing, squeeze shoulders or fidget toy. *I can begin to identify emotions and what zone they are in.* *I can identify and practise a self-regulation activity.*	Who am I? – Doctor Repeat for sun cream, alcohol, dentist, salt, age restriction, immunisation/ vaccines, cigarettes, exercise. Match Guess what I am. Identify who else can help with our health in the community. Use images. Discuss that as you get older you will have more responsibility for yourself. This includes looking after their health and keeping themselves safe.	work - One to read out and be person needing advice and other pupils in group to discuss and offer advice. TA to support group. Feedback to group as a whole. *I can identify support services.*		

						Identify these. *I can name at least two trusted adults to ask for help.*			
	Art 	Today we had a mindfulness lesson and used our creative skills to promote a positive mindset.	Today students were introduced to the artwork of Frida Kahlo.	Students recorded their creative ideas for their own project.	Students started work on their own artwork in the style of Frida Kahlo.	Students continue to work on their own artwork in the style of Frida Kahlo.	Students continue to work on their own artwork in the style of Frida Kahlo.	Students continue to work on their own artwork in the style of Frida Kahlo. **EFL Targets.** I can use ideas from an artist's work to inspire my own creations.	
	Music 	Today we had a mindfulness lesson and used our creative skills to promote a positive mindset.	Each week students will learn to sing and sign a different Christmas song.	Each week students will learn to sing and sign a different Christmas song.	Each week students will learn to sing and sign a different Christmas song.	Each week students will learn to sing and sign a different Christmas song.	Each week students will learn to sing and sign a different Christmas song.	Each week students will learn to sing and sign a different Christmas song. **EFL Target** **I can sing or sign to communicate and express meaning through song.**	

								I can combine singing and signing to communicate and express meaning through song.	
	PE 	Swimming at SWIM. Lesson delivered by instructors at the centre.							