## Halesbury School Medium Term Planning – Autumn 2

| Class:                       |                                  | Meerkat   |  | Topic:  |   |   | Seasons   |  |
|------------------------------|----------------------------------|---|--|---|---|---|---|--|
| Area of Learning             |                                  | Week 1<br>Date: 6 <sup>th</sup> Jan   | Week 2<br>Date: 13 <sup>th</sup> Jan   | Week 3<br>Date: 20 <sup>th</sup> Jan  | Week 4<br>Date: 27 <sup>th</sup> Jan  | Week 5<br>Date: 3 <sup>rd</sup> Feb   | Week 6<br>Date: 10 <sup>th</sup> Feb  |  |
| Independent<br>Living        | My<br>Independence               | Topic: Shopping To be able to begin to demonstrate an understanding of transaction  Skill: To be able to give an adult objects. | Topic: Shopping  To be able to begin to demonstrate an understanding of transaction  Skill: To be able to give an adult objects. | Topic: Shopping  To be able to request items from a selection in order to construct a shopping lists  Skill: To be able to select an item of preference | Topic: Shopping  To be able to request items from a selection in order to construct a shopping lists  Skill: To be able to select an item of preference | Topic: Shopping  To walk supported around the local community and visit the shops  Skill: To be able to exchange an item (money) for a food in the shop | Topic: Shopping  To walk supported around the local community and visit the shops  Skill: To be able to exchange an item (money) for a food in the shop |  |
|                              | Cooking                          | Grating Carrots  Skill: To be able to grate   | Grating Carrots  Skill: To be able to grate  | Grating Cheese  Skill: To be able to grate  | Grating Cheese  Skill: To be able to grate  | Grating Potatoes  Skill: To be able to grate  | Grating Potatoes  Skill: To be able to grate  |  |
| Education<br>+<br>Employment | Communication<br>and<br>Language | <b>Story</b> — Tree:<br>Seasons come<br>seasons go  | <b>Story</b> — Tree:<br>Seasons come<br>seasons go   | <b>Story</b> – Three<br>Billy Goats Gruff   | <b>Story</b> - Three<br>Billy Goats Gruff   | <b>Story</b> — We're<br>Going on a Bear<br>Hunt   | <b>Story</b> — We're<br>Going on a Bear<br>Hunt   |  |

|                                 |                                   | <b>Skill</b> : To be able to listen to a   | <b>Skill:</b> To be able to listen to a  | <b>Skill:</b> To be able to listen to a  | <b>Skill:</b> To be able to listen to a  | <b>Skill:</b> To be able to listen to a  | <b>Skill:</b> To be able to listen to a  |  |
|---------------------------------|-----------------------------------|--|--|--|--|--|--|--|
|                                 | 13 J                              | story  | story  | story  | story  | story  | story  |  |
|                                 |                                   | Individual STAR  |  |
|                                 |                                   | target   | target   | target   | target   | target   | target   |  |
|                                 |                                   | Numbers and place value  |  |
|                                 | Number and Problem Solving  2+3=5 | Skill: To be able to begin in counting like activities. To be able to engage in number-based rhymes. | Skill: To be able to begin in counting like activities. To be able to engage in number-based rhymes. | Skill: To be able to begin in counting like activities. To be able to engage in number-based rhymes. | Skill: To be able to begin in counting like activities. To be able to engage in number-based rhymes. | Skill: To be able to begin in counting like activities. To be able to engage in number-based rhymes. | Skill: To be able to begin in counting like activities. To be able to engage in number-based rhymes. |  |
|                                 |                                   | Individual STAR  |  |
|                                 |                                   | targets Subject: R.E   | targets <b>Subject:</b> R.E  | targets Subject: R.E   | targets <b>Subject</b> :  R.E  | targets Subject: R.E   | targets <b>Subject</b> :  R.E  |  |
| Community<br>+<br>Relationships | World Around<br>Us                | Topics: Sikhism  To explore musical instruments that   | Topics: Sikhism  To explore musical instruments that   | Topics: Sikhism  To explore sensory based activities that  | Topics: Sikhism  To explore sensory based activities that  | Topics: Sikhism  To explore/taste food that have a cultural  | Topics: Sikhism  To explore/taste food that have a cultural  |  |
|                                 | 9                                 | have a cultural representation.  | representation.  | representation.  |  |

|                          |       | <b>Skill:</b> To be able to engage with musical instruments   | <b>Skill:</b> To be able to engage with musical instruments   | <b>Skill:</b> To be able to tolerate textures   | <b>Skill:</b> To be able to tolerate textures   | Skill: To be able to tolerate or eat new or unfamiliar foods.   | Skill: To be able to tolerate or eat new or unfamiliar foods.   |  |
|--------------------------|-------|---|---|---|---|---|---|--|
|                          |       | <b>Topic:</b><br>Hyenine  | <b>Topic:</b><br>Hyenine  | <b>Topic:</b><br>Hyenine  | <b>Topic:</b><br>Hyenine  | <b>Topic:</b><br>Hyenine  | <b>Topic:</b><br>Hyenine  |  |
|                          | PHSE  | Skill:  To be able to increase participation in dressing with an adult with specific types of clothing.  Led by Rhythm                            | Skill:  To be able to increase participation in dressing with an adult with specific types of clothing.  Led by Rhythm                            | Skill:  To be able to increase participation in dressing with an adult with specific types of clothing.  Led by Rhythm                            | Skill: To be able to wash hands with increasing independence  Led by Rhythm   | Skill: To be able to wash hands with increasing independence  Led by Rhythm   | Skill: To be able to wash hands with increasing independence  Led by Rhythm   |  |
| Health<br>+<br>Wellbeing | Music | Time  Skill: To be able to respond to and engage with the world that surrounds them, e.g. sounds, movement, people, objects, sensations, emotions | Time  Skill: To be able to respond to and engage with the world that surrounds them, e.g. sounds, movement, people, objects, sensations, emotions | Time  Skill: To be able to respond to and engage with the world that surrounds them, e.g. sounds, movement, people, objects, sensations, emotions | Time  Skill: To be able to respond to and engage with the world that surrounds them, e.g. sounds, movement, people, objects, sensations, emotions | Time  Skill: To be able to respond to and engage with the world that surrounds them, e.g. sounds, movement, people, objects, sensations, emotions | Time  Skill: To be able to respond to and engage with the world that surrounds them, e.g. sounds, movement, people, objects, sensations, emotions |  |
|                          | I.T   | <b>Topic</b> :<br>Interactive devices   |  |

|   |     | <b>Skill:</b> To be able to draw on an interactive screen. | <b>Skill:</b> To be able to draw on an interactive screen. | <b>Skill:</b> To be able to draw on an interactive screen. | <b>Skill:</b> To be able to draw on an interactive screen.  | <b>Skill:</b> To be able to draw on an interactive screen.    | <b>Skill:</b> To be able to draw on an interactive screen. |  |
|---|-----|--|--|--|---|---|--|--|
|   |     | Topic:   | Topic:   | Topic:   | Topic:  | Topic:  | Topic:   |  |
|   |     | Lines  | Lines  | Lines  | Lines   | Lines   | Lines  |  |
|   |     | Activity   | Activity   | Activity   | Activity  | Activity  | Activity   |  |
|   | Art | To make lines in sensory activities                        | To make lines in sensory activities                        | To make lines in sensory activities                        | To create a piece of art using lines                        | To create a piece of art using lines                          | To create a piece of art using lines                       |  |
|   |     | <b>Skill:</b> To be able to make lines in coloured rice    | <b>Skill:</b> To be able to make lines in flour            | <b>Skill:</b> To be able to make lines in oats             | <b>Skill:</b><br>To be able to<br>make lines using<br>chalk | <b>Skill:</b> To be able to make lines using string and paint | <b>Skill:</b> To be able to makes lines with crayons       |  |
| 7 | PE  | <b>Topic</b> :<br>Kicking                                  | <b>Topic</b> :<br>Kicking                                  | <b>Topic</b> :<br>Kicking                                  | <b>Topic</b> :<br>Kicking                                   | <b>Topic</b> :<br>Kicking                                     | Topic:<br>Kicking  |  |
|   |     | <b>Skill:</b> To be able<br>to kick a<br>stationary ball    | <b>Skill:</b> To be able<br>to kick a<br>stationary ball      | Skill: To be able<br>to kick a<br>stationary ball          |  |