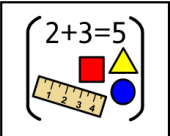

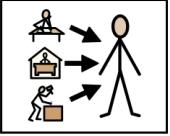







## Halesbury School Medium Term Planning

Class:	Pathway 1			Topic:		Role Models and Heroes	
Area of Learning	Week 1 Date: 06.01.25	Week 2 Date: 13.01.25	Week 3 Date: 20.01.25	Week 4 Date: 27.01.25	Week 5 Date: 03.02.25	Week 6 Date: 10.02.25	
<b>Education + Employment</b>	<b>Phonics</b>	<b>Mondays</b> – Review of initial letter sounds. The sound will be the Handwriting and Makaton focus for the week.					
		Jordan/Caden– Phase 5 work/Lexia Hawber/Daniel/Kacey/Richard – Phase 3 Rec/Spring 1 Lucas James /Shazeb/Simra – Phase 2 Rec/Autumn 2 Phase 2 Vinnie – Rec/Autumn 1 (Week 2 onwards)					
	<b>Communication and Language</b>	<p><b>Fables</b> <b>Text:</b>. The Lion and the Mouse</p> <p>Introduce the children to ‘My Treasury of Aesop’s Fables’</p> <p>Prediction based on pictures from the story.</p> <p>Read the story in parts – Prediction as the story is read. What do you think will happen next/at the end?</p> <p>Sequencing the story.</p> <p>To develop pleasure in reading.</p> <p>To make predictions.</p>	<p><b>Fables</b> <b>Text:</b>. The Lion and the Mouse</p> <p>Creating a class story map (Pie Corbett style).</p> <p>Retelling the story using story maps.</p> <p>Answering questions about the story – Comprehension</p> <p>To create a story map to help retell a story.</p> <p>To verbally retell a story using your own words.</p> <p>To answer questions about a story.</p>	<p><b>Fables</b> <b>Text:</b>. The Lion and the Mouse</p> <p>Adjectives/Expanded noun phrases.</p> <p>The children have to retell (write) the story using their own words.</p> <p>To use adjectives and write expanded noun phrases in describing an animal.</p> <p>To write the story using you own words.</p>	<p><b>Fables</b> <b>Text:</b>. The Hare and the Tortoise.</p> <p>Prediction based on pictures from the story.</p> <p>Read the story in parts – Prediction as the story is read. What do you think will happen next/at the end?</p> <p>Creating a class story map (Pie Corbett style).</p> <p>Question marks and exclamation marks Contractions</p> <p>To develop pleasure in reading.</p>	<p><b>Fables</b> <b>Text:</b>. The Hare and the Tortoise.</p> <p>Alternative characters and settings for a traditional story.</p> <p>Adjectives/Expanded noun phrases – describing new characters.</p> <p>Planning a retell of the story using new characters/ settings</p> <p>To choose alternative characters and settings for a traditional story.</p> <p>To use adjective to describe the new characters in the traditional story.</p>	<p><b>Fables</b> <b>Text:</b>. The Hare and the Tortoise.</p> <p>Story writing.</p> <p>Editing stories.</p> <p>To retell a traditional story, adding alternative characters and settings.</p> <p>To make simple additions, revisions and corrections to part of a story.</p>

		To sequence a story using pictures or words.			To make predictions.  To verbally retell a story using your own words.	To create a plan to help retell a traditional story that has alternative characters and settings.	
<b>Number and Problem Solving</b> 	<b>Number and Place Value or Addition and Subtraction</b>  Each child has individual targets to achieve based on the assessment sheet.	<b>Number and Place Value or Addition and Subtraction</b>  Each child has individual targets to achieve based on the assessment sheet.	<b>Measure</b> Each child has individual targets to achieve based on the assessment sheet.	<b>Number and Place Value or Addition and Subtraction</b>  Each child has individual targets to achieve based on the assessment sheet.	<b>Number and Place Value or Addition and Subtraction</b>  Each child has individual targets to achieve based on the assessment sheet.	<b>Measure</b> Each child has individual targets to achieve based on the assessment sheet.	
<b>Science</b> 	<b>Topic:</b> Changes  Squashing, Bending, Twisting, Stretching.  <b>Intent:</b> To appreciate how substances can change under certain conditions	<b>Topic:</b> Changes  Solids, liquids and Gases  <b>Intent:</b> To appreciate how substances can change under certain conditions	<b>Topic:</b> Changes  Evaporation and Condensation  <b>Intent:</b> To appreciate how substances can change under certain conditions	<b>Topic:</b> Changes  The Water Cycle  <b>Intent:</b> To appreciate how substances can change under certain conditions	<b>Topic:</b> Changes  Reversible changes Ice/chocolate  <b>Intent:</b> To appreciate how substances can change under certain conditions	<b>Topic:</b> Changes  Irreversible changes Egg/cake/toast  <b>Intent:</b> To appreciate how substances can change under certain conditions	
<b>PfA and Careers</b> 	<b>AM</b>  Farm						
	<b>PM</b>  My Independence Washing						

		Washing - Sequencing	Sort your clothes  Understanding Clothes labels.	Using washing detergent	Select the appropriate settings.  Load the washing machine  Start the wash cycle	Transfer clothes to the dryer or hang them to dry.	Ironing  Pairing socks
	<p><b>Cooking</b></p> 	<p><b>FOCUS - Health &amp; Safety</b> <b>Kitchen hygiene</b></p> <p>Discuss and make posters for display</p>	<p><b>FOCUS - BUILDING INDEPENDENCE</b></p> <p>Make shopping list for ingredients for wrap then make wrap</p> <p>Skills - planning, independent choice, chopping</p> <p>Life skills - washing up, drying up, getting own equipment out and putting away, cleaning tables</p>	<p><b>FOCUS - BUILDING INDEPENDENCE</b></p> <p>Plan toastie then make</p> <p>Skills - planning, independent choice, chopping, spreading, using toastie maker</p> <p>Life skills - washing up, drying up, getting own equipment out and putting away, cleaning tables</p> <p>(Relate to science – Take a photo of ingredients before and after cooking – Reversible or irreversible?)</p>	<p><b>FOCUS - CHINESE NEW YEAR</b></p> <p>Cook Special Fried Rice</p> <p>Skills - boiling, draining, chopping, frying</p> <p>Life skills - washing up, drying up, getting own equipment out and putting away, cleaning tables</p> <p>(Relate to science – Take a photo of ingredients before and after cooking – Reversible or irreversible?)</p>	<p><b>FOCUS - BUILDING INDEPENDENCE</b></p> <p>Plan and cook an omelette</p> <p>Skills - planning, independent choice, cracking eggs, whisking, frying</p> <p>Life skills - washing up, drying up, getting own equipment out and putting away, cleaning tables</p> <p>(Relate to science – Take a photo of ingredients before and after cooking – Reversible or irreversible?)</p>	<p><b>FOCUS - LIFE SKILLS - WEIGHING AND MEASURING</b></p> <p>Skills - reading scales, using measuring spoons, using measuring jug</p> <p>(Relate to Maths targets)</p>
<p><b>Community + Relationships</b></p>	<p><b>World Around Us</b></p>	<p><b>Topic: Sikhism</b> Introduction to Sikhism</p>	<p><b>Topic: Sikhism</b> What Sikhs believe?</p>	<p><b>Topic: Sikhism</b> Guru Granth Sahib</p>	<p><b>Topic: Sikhism</b> The Five Ks in Sikhism   Religious Studies</p>	<p><b>Topic: Sikhism</b> Sikh symbols</p>	<p><b>Topic: Sikhism</b> Gurdwara</p> <p>A visit to a Gurdwara.</p>

		<p>Pictures activity – Ask the children to walk around the class and talk about what they can see in each picture (no teacher input and do not tell them anything about who they are going to be learning about.</p> <p>Discuss with the children what they have seen? What do they think they are going to be learning about.</p> <p>PP – What is Sikhism? When did Sikhism begin? Where did Sikhism begin? Who started Sikhism?</p> <p><a href="#">To be introduced to Sikhism and the Ten Gurus.</a></p>	<p>What rules do Sikhs have?</p> <p>How do Sikhs show care?</p> <p>Learn how Palkin shows care to the community as a Sikh.</p> <p>Story - Guru Nanak and the boulder. Watch the story to see how Guru Nanak taught kindness.</p> <p><a href="#">To investigate what Sikhs believe.</a></p>	<p>What/who is Guru Granth Sahib? Where does it stay? Who reads it? What rules have to be followed</p> <p>Where do Sikhs go to pray and see the Guru Granth Shaib?</p> <p><a href="#">To begin to understand that the Guru Granth Sahib is the Sikh holy book.</a></p>	<p><a href="#">The Five Ks in Sikhism   Religious Studies – My Life, My Religion: Sikhism - YouTube</a></p> <p>Labelling activity Matching the names to the correct Five K symbols.</p> <p>Writing a meaning for each symbol.</p> <p><a href="#">To be introduced to the 5 Ks.</a></p>	<p>Let the children touch and feel each of the artifacts.</p> <p>Discuss what they are and how they are used.</p> <p>Sort artifacts into those that are Sikh and those that are not.</p> <p><a href="#">To handle Sikh artifacts respectfully.</a></p>	<p>I spy activity</p> <p><a href="#">To experience some of the things that they have been learning about.</a></p> <p><a href="#">The Gurus Song - Sikh Nursery Rhyme in English - YouTube</a></p> <p><a href="#">The Gurus Song (Lullaby) Ft. Amazing God</a></p>
	<p><b>PSHE</b></p> 	<p><b>Growing &amp; Changing</b> Ground Rules, Baseline Assessment. Class discussion</p>	<p><b>Growing &amp; Changing</b> Label main body parts, private body parts.</p>	<p><b>Growing &amp; Changing</b> Widgit Physical/E motional changes during puberty and who can help (Loudmouth video).</p>	<p><b>Growing &amp; Changing</b> Physical changes activity. Loudmouth video.</p>	<p><b>Growing &amp; Changing</b> Importance of Personal hygiene during puberty. Loudmouth Video.</p>	<p><b>Growing &amp; Changing</b> Personal Hygiene – Practical Activities, Hand washing/Using deodorant/Brush teeth End Assessment.</p>
<p><b>Art</b></p>		<p><b>Topic:</b> Role Models, Icons and Heroes</p>	<p><b>Topic:</b> Role Models, Icons and Heroes</p>	<p><b>Topic:</b> Role Models, Icons and Heroes</p>	<p><b>Topic:</b> Role Models, Icons and Heroes</p>	<p><b>Topic:</b> Role Models, Icons and Heroes</p>	<p><b>Topic:</b> Role Models, Icons and Heroes</p>

		<p>What can we learn from the art of Benin?  <a href="#">What can we learn from the art of Benin? - BBC Bitesize</a></p> <p>Focus: shape, form, space.</p> <p>To create art inspired by the kingdom of Benin</p>	<p>Benin Bronzes.</p> <p>Look at pictures of the bronze tiles. What can the children see? Labelling activity.</p> <p>Focus: shape, form, space.</p> <p>To create art inspired by the kingdom of Benin</p>	<p>Benin Bronzes</p> <p>This worksheet is a creative way for children to develop their understanding of Benin culture. They must draw four different animals that they think best represent themselves and then create a self-portrait, combining the animals to form a background pattern.</p> <p>This will be the design for clay activity.</p> <p>Focus: shape, form, space.</p> <p>To create art inspired by the kingdom of Benin</p>	<p>Clay – Making Benin Bronzes</p> <p>Focus: shape, form, space.</p> <p>To create art inspired by the kingdom of Benin</p>	<p>Clay – Making Benin Bronzes</p> <p>Focus: shape, form, space.</p> <p>To create art inspired by the kingdom of Benin</p>	<p>Evaluating out work.</p> <p>Debate: Should the Benin bronzes be returned to Nigeria?</p> <p>Focus: shape, form, space.</p> <p>To create art inspired by the kingdom of Benin</p>
<p><b>Music</b></p>	<p><b>Musical Traditions — India</b></p>	<p><b>Musical Traditions — India</b></p>	<p><b>Musical Traditions — India</b></p>	<p><b>Musical Traditions — India</b></p>	<p><b>Musical Traditions — India</b></p>	<p><b>Musical Traditions — India</b></p>	<p><b>Musical Traditions — India</b></p>
<p><b>PE</b></p> 	<p>Dance</p>						