


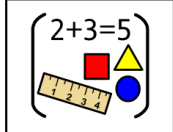
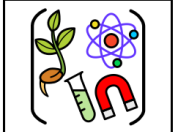




Halesbury School
Medium Term Planning



Class:		Pathway 3			Topic: Heroes/Role models		
Area of Learning		Week 1 Date: w/c 6.1.25	Week 2 Date: w/c 13.6.25	Week 3 Date: w/c 20.6.25	Week 4 Date: w/c 27.1.25	Week 5 Date: w/c 3.2.25	Week 6 Date: w/c 10.2.25
Independent Living	My Independence 	Life Skills – Washing Clothes Discuss the importance of clean clothes and personal hygiene. Ask the student why it is important to have clean clothes and how it contributes to overall health and well-being	Life Skills – Washing Clothes Explain the steps involved in doing laundry: Sorting. Sorting your clothing by colour and fabric type is crucial before washing. ... Pre-treatment . Washing. ... Drying. ... Folding and Ironing...	Life Skills – Washing Clothes Engage pupils in a hands-on activity of washing and drying clothes. Provide the necessary materials and guide them through the process, explaining each step as they go along.	Life Skills – Washing Clothes Discuss the importance of ironing clothes (optional). Watch video on how to iron clothes safely	Life Skills – Washing Clothes Discuss the importance of maintaining good personal hygiene and cleanliness while doing laundry. Emphasize the importance of washing hands before and after handling dirty laundry, as well as keeping the laundry area clean.	Life Skills – Washing Clothes Practise using washer and dryer/watch instructional video. Recap of what we have learned over the term

	<p style="text-align: center;">Cooking</p> 	<p>FOCUS - BUDGETING</p> <p>Planning meals on a budget - introduction and work through some examples together</p>	<p>FOCUS BUDGETING</p> <p>Carry on from last week but independent working where possible. Plan 2 days of meals on a budget of £10 per day</p>	<p>FOCUS - COOKING ON A BUDGET</p> <p>Cook Cheese & Potato Pie (relatively inexpensive meal, can feed the whole family)</p> <p>Skills - peeling, chopping, boiling, draining, mashing, grating, mixing, using the oven safely</p> <p>Life skills - washing up, drying up, getting own equipment out and putting away correctly, cleaning tables</p>	<p>FOCUS - CHINESE NEW YEAR</p> <p>Cook Stir-fried noodles</p> <p>Skills - boiling, draining, chopping, frying</p> <p>Life skills - washing up, drying up, getting own equipment out and putting away correctly, cleaning tables</p>	<p>FOCUS - COOKING ON A BUDGET</p> <p>Plan and cook an omelette (aware of budget, filling and nutritious. Talk about allergies too)</p> <p>Skills - planning, independent choice, chopping, cracking eggs, whisking, frying</p> <p>Life skills - washing up, drying up, getting own equipment out and putting away correctly, cleaning tables</p>	<p>FOCUS - LIFE SKILLS - WEIGHING AND MEASURING</p> <p>Skills - reading scales, using measuring spoons, using measuring jug</p>	
<p style="text-align: center;">Education + Employment</p>	<p style="text-align: center;">Communication and Language</p> 	<p>Phonics EA Reception Autumn 2/Spring 1</p> <p>Study of Harry Potter and the philosopher's stone</p> <p>Introduction to Harry Potter and the</p>	<p>Phonics EA Reception Autumn 2/Spring 1</p> <p>Study of Harry Potter and the philosopher's stone</p> <p>Discussion on use of magic</p>	<p>Phonics EA Reception Autumn 2/Spring 1</p> <p>Study of Harry Potter and the philosopher's stone</p> <p>Read extract Ch. 5 Describe Diagon Alley. To be able to write creatively with</p>	<p>Phonics EA Reception Autumn 2/Spring 1</p> <p>Study of Harry Potter and the philosopher's stone</p> <p>Sequencing Activity Vocabulary: synonyms</p>	<p>Phonics EA Reception Autumn 2/Spring 1</p> <p>Study of Harry Potter and the philosopher's stone</p> <p>Read extracts from Ch. 10 Discuss events of Halloween</p>	<p>Phonics EA Reception Autumn 2/Spring 1</p> <p>Study of Harry Potter and the philosopher's stone</p> <p>Watch the film. How is it different to the book? Are the characters how we imagined them?</p>	

		<p>Philosopher's Stone and Dursleys</p> <p>Establish existing knowledge through discussion and visual prompts</p> <p>Explore book covers To be able to make predictions</p> <p>Read text-extracts from Ch. 1</p> <p>To use skimming and scanning to identify and use quotes</p> <p>Draw Dumbledore</p>	<p>Read extract from Ch. 2 Summarise events in pairs/small groups</p> <p>To build on comprehension skills and inference</p> <p>Write Harry's diary entry To be able to write for different purposes</p> <p>Scaffolding for LA/writing frame</p> <p>Read extracts Ch. 3 and 4</p>	<p>a focus on use of adjectives.</p> <p>Select wand characteristics and draw personal wand</p>	<p>Sorting Hat song analysis</p> <p>Read extracts Ch. 6 Read extracts describing teachers</p> <p>To be able to build on comprehension skills and inference.</p>	<p>Write imaginatively about meeting a troll. To be able to write creatively, with a focus on use of adjectives, adverbs and punctuation.</p> <p>Scaffolding/Word mats for LA</p>	<p>Write a film review. What did we think was good – why?</p> <p>To be able to summarise our own thoughts and opinions.</p>	
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	<p>Number and Problem Solving</p> 	<p>Addition and subtraction</p> <p>Following white rose scheme and varying individual worksheets for differing abilities</p> <p>Maths games/quiz</p> <p>Problem and reasoning questions to assess understanding of new topic</p>	<p>Addition and subtraction</p> <p>To be able to add and subtract 1,10's, 100s, 1000s</p> <p>To be able to add two four-digit numbers HA</p> <p>No exchange/One exchange</p> <p>LA To be able to demonstrate an understanding of inverse relationships</p>	<p>Addition and subtraction</p> <p>To be able to subtract two four-digit numbers</p> <p>No exchange/one exchange HA</p> <p>LA – To be able to solve addition calculations with a missing number</p>	<p>Addition and subtraction</p> <p>To be able to use different methods of subtraction using number line and column method HA</p> <p>LA To be able to solve subtraction calculations with a missing number</p>	<p>Addition and subtraction</p> <p>To be able to estimate answers in addition and subtraction - rounding numbers HA</p> <p>LA To be able to add a one-digit number to a two-digit number</p>	<p>Addition and subtraction</p> <p>Checking strategies on inverse calculations</p> <p>To be able to add inverse operations to check answers HA</p> <p>LA To be able to add a one-digit number from a two-digit number</p> <p>End of unit assessment</p>	
	<p>Science</p> 	<p>Changes States of Matter</p> <p>Understand the three main states of matter: solid, liquid, and gas.</p>	<p>Changes Melting and Freezing</p> <p>Understand that substances change from solid to liquid (melting) and</p>	<p>Changes Evaporation and Condensation</p> <p>Understand the processes of evaporation and condensation.</p>	<p>Changes Water Cycle</p> <p>Investigate how water changes states at different temperatures.</p> <p>Boiling Water: Heat water in a kettle and observe how it turns</p>	<p>Changes</p> <p>Apply knowledge of changing states to explain everyday phenomena. Design an experiment to investigate the effect of</p>	<p>Changes Physical Changes and Chemical Reactions</p> <p>Investigate the concept of a reversible change and compare with chemical reactions, such as burning toast.</p>	

		<p>Know how particles behave in each state (challenge and ongoing) Observation of Ice – Place a piece of ice in different temperatures (in a warm room, under hot water, and in the freezer) and observe how it changes.</p>	<p>from liquid to solid (freezing). Recognize the impact of temperature on these processes.</p> <p>Skills related to measuring time and measuring temperature</p> <p>Melting Ice: Heat ice cubes and measure the time it takes for them to melt. Record the temperature of the water at the start and end.</p>	<p>Learn how these processes are related to the water cycle.</p> <p>Evaporation: Place small amounts of water in different shallow containers and leave them in various temperatures (e.g., a sunny spot, under a fan, near a radiator) to observe the rate of evaporation.</p> <p>Condensation: Use a kettle to create steam and show condensation on a cold surface (e.g., a metal tray).</p>	<p>into steam (gas). Discuss the concept of boiling point.</p> <p>Sublimation - Depending on dry Ice?</p>	<p>temperature on the rate of evaporation. Students design and carry out an experiment to test how temperature affects the rate of evaporation. They should form a hypothesis, plan the experiment, record results, and draw conclusions.</p>	<p>Identify physical changes or chemical reactions.</p>	
	<p>PfA and Careers</p> 	<p>Hugglepets 'Job in a Box' Programme – Dog Grooming</p>						
<p>Community + Relationships</p>	<p>World Around Us</p> 	<p>Sikhism Introduction to Sikhism To learn about who Sikhs follow – Ten Gurus</p>	<p>Sikhism To learn about Sikhism beliefs and values – Story of blood and milk How do Sikhs express their</p>	<p>Sikhism To learn the different symbols of Sikhism – what do they mean?</p>	<p>Sikhism Create own symbol using three images that outline your life and beliefs Explain why you have chosen the images/symbols and</p>	<p>Sikhism To learn about Sikhism and football Study on prejudice that footballers face based on their faith</p>	<p>Sikhism Visit to Gurdwara – Smethwick To learn the main features of a Sikh place of worship. To learn how equality is shown in the Gurdwara. To learn</p>	

			beliefs and values?		why they are important to you		how respect is shown to the Guru Granth Sahib.
	<p>Growing & Changing</p> <p>Growth and Rules, Baseline Assessment. Class discussion.</p> <p>PSHE</p> 	<p>Growing & Changing</p> <p>Label main body parts, private body parts.</p>	<p>Growing & Changing</p> <p>Widgit Physical/Emotional changes during puberty and who can help (Loudmouth video).</p>	<p>Growing & Changing</p> <p>Physical changes activity. Loudmouth video.</p>	<p>Growing & Changing</p> <p>Importance of Personal hygiene during puberty. Loudmouth Video.</p>	<p>Growing & Changing</p> <p>Personal Hygiene – Practical Activities, Hand washing/Using deodorant/Brush teeth. End Assessment.</p>	
	<p>Art</p> 	<p><u>Music Composition</u></p> <p>Students will demonstrate the use of basic concepts, tools, techniques, and procedures to develop a composition from concept to finished product. Students will develop an understanding of musical composition, organising and manipulating ideas, will improvise and compose pieces using the inter-related dimensions of music: pitch, duration, tempo, timbre, structure and appropriate musical notation. Students will demonstrate the tools necessary for the realization of compositions from completion to performance.</p>					

PE



Portway – Competitive games - Badminton

To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending in the context of developing racket skills for badminton.