


Medium Term Planning - Class 4 - Spring 1

	Overview/Topic	Week 1 5.1.26	Week 2 12.1.26	Week 3 19.1.26	Week 4 26.1.26	Week 5 2.2.26	Week 6 9.2.26
Key events				Weds - Fri Magdalen Farm residential	Weds - DofE day		
Life Skills	Employability	<p>I can say what I am good at or find difficult.</p> <p>I can identify my own strengths and weaknesses and plan how to improve</p> <p>New years resolutions. Reflect on their strengths and areas for development and create a plan of how to make these improvements.</p>	<p>Careers & Jobs (Linked to Trips and Visits)</p> <p>Doing linking activity between workplaces and jobs who works where? How do we know someone is at work? Activity linked to uniforms, extension of this could be safety uniform or personal protective equipment.</p>	<p>Careers & Jobs (Learning about jobs at school)</p> <p>Investigate jobs at school- How many different roles are there? Where do they work? Who could help me with this activity? As well as staff you could include asking young people currently doing work experience on and offsite.</p>	<p>Careers & Jobs (Learning about jobs on visits)</p> <p>Whilst on visits consider who is at work? What job do they do? This could be a game where you have to spot people doing different things- Can you see someone helping? Can you see someone serving a customer? Can you see someone delivering something? This could be an activity where you spotted activities that you then do further research and learning about at school. You could also ask these questions live whilst out on your visit. This activity could be repeated each week on each different visit to see and learn about the widest range of jobs possible. Sometimes young</p>	<p>Careers & Jobs (Recap & ideas about own jobs)</p> <p>Learn about skills and qualities. Match their own skills and qualities to future job role ideas. Consider how work makes up part of adult life. What else would you like to do? How much</p>	

			Why do they wear this? Introduction to topic.		people don't know what they do or don't want until they see it. You could also use videos here if there are jobs young people are interested here that they can't visit.		time will you spend doing all the activities that make up adult life? Having investigated lots of jobs at school and on visits what jobs are young people interested now. Young people should be able to show a preference to a job they have seen. Can they link what they are good at to what they might like to do.
Offsite visit		Bank	Tesco - Job spotting	Tesco - get involved!	Library	Library	Westlands

Maths		<p>Number</p> <p>Fractions Use practical activities to share items into groups. Understand half and quarters</p> <p>Life skills: Identify and order days / months / seasons</p>	<p>Number</p> <p>Fractions Use practical activities to share items into groups. Understand Thirds, fifths and tenths</p> <p>Life skills: Reading the class timetable. Using a calendar / diary.</p>	<p>Geometry</p> <p>Position and direction Understand key vocabulary, above, below, left of, right of.</p> <p>Life skills: Date formats, number formations, form filling</p>	<p>Geometry</p> <p>Position and direction Rotate shapes in 90 degree turns. Mirror shapes. Use different shapes to create patterns.</p> <p>Life skills: Telling the time to hour and half hour - digital and analogue.</p>	<p>Statistics</p> <p>Collect data for different purposes. Use tables and tally charts to collect data.</p> <p>Life skills: Telling the time to hour and half hour - digital and analogue.</p>	<p>Statistics</p> <p>Display collected data in pictograms and bar charts.</p> <p>Life skills: Time Finding durations of time (e.g. how long it takes to get to work)</p>
English	<p>The woman who won things</p> 	<p>Immerse</p> <p>The hook - Suitcase of money. What can you win? What would like to win? What you do if you won lots of money? Discuss the problems with gambling.</p>	<p>Imagine</p> <p>From looking at the cover of the book young people guess what the story might be about and imagine what the characters might be like.</p>	<p>Imitate</p> <p>Reading story, producing story maps, explore characters, reading comprehension, links to employability .</p> <p>Note taking dictation - using dictionary</p>	<p>Imitate</p> <p>Reading story, producing story maps, explore characters, reading comprehension, links to employability .</p> <p>Sequencing words in alphabetical</p>	<p>Innovate</p> <p>Using story maps make changes to the original story to make their own version. Young people could include a character</p>	<p>Innovate</p> <p>Using story maps make changes to the original story to make their own version. Young people could include a character</p>

		<p>Letter formation (capital and lower case), and ordering.</p> <p>Reading comprehension</p>	<p>Letter formation (capital and lower case), and ordering.</p> <p>Reading comprehension</p>	<p>to check spelling.</p> <p>Reading comprehension</p>	<p>order - link to Library trip</p> <p>Reading comprehension</p>	<p>of their own. Young people write their story by hand, on laptops or using voice to text technology.</p> <p>Sequencing words in alphabetical order - link to Library trip</p> <p>Reading comprehension</p>	<p>of their own. Young people write their story by hand, on laptops or using voice to text technology.</p> <p>Note taking dictation - using dictionary to check spelling.</p> <p>Reading comprehension</p>
PE	Health & Fitness	<p>Health & Fitness</p> <p>I can identify different types of exercise</p>	<p>Health & Fitness</p> <p>I can complete a training session for cardiovascular health</p>	<p>Health & Fitness</p> <p>I can complete a training session for balance and flexibility</p>	<p>Health & Fitness</p> <p>I can complete a training session for strength & Power</p>	<p>Health & Fitness</p> <p>I understand the benefit of different fitness classes</p>	<p>Health & Fitness</p> <p>I can choose / adapt an exercise session to suit me.</p>

RE	Judaism and Christianity Mr Crump	<p>How different religions celebrate their New year</p> <p>Watch video then gather ideas about different religions working in small teams</p>	<p>How different religions celebrate their New year</p> <p>Teams complete research and share with rest of group.</p>	<p>Special books- Torah & Bible</p> <p>Compare holy books: Torah is the first part of the bible. It is written in Hebrew on a scroll. Why is their religion so different?</p>	<p>Special places- Synagogue & church</p> <p>Watch videos and note features: similarities? Differences? Do young people consider any places sacred to them? Why?</p>	<p>Worship- Christianity & Judaism</p> <p>Look at special clothing. Why is this important? What is prayer like in a synagogue/ church? Similarities and differences .</p> <p>Do young people have special places? Why special?</p>	<p>Review: what has been our key learning. Check knowledge using Kahoot quiz.</p>
RSHE	Intimate Relationships and Consent	<p>What are the characteristics of a healthy 1:1 intimate relationship?</p>	<p>What are the characteristics of an unhealthy intimate relationship?</p>	<p>How can physical and mental health can be affected by choices made within sex and relationships?</p>	<p>What are the strategies for identifying and managing sexual pressure including understanding and resisting peer pressure?</p>	<p>Where can you seek help when you are being pressurised , manipulated or coerced?</p>	<p>Recap and consolidate learning</p>

					How do you not pressurise others?		
Computing	Topic: Manage account settings for an online service	Lesson 1 – Understanding Online Accounts Learning Objective: We are learning what an online account is so that we can understand why it is important to manage our own account safely. Summary: Introduction to online accounts (email, shopping, gaming). Pupils learn why accounts store personal details and why it's important to manage them.	Lesson 2 – Personal Details Learning Objective: We are learning how to manage personal details in an account so that we can keep information up to date and safe. Summary: Pupils practise locating and editing personal details in a demo or practice account. Discussion about what is safe and unsafe to share.	Lesson 3 – Login Credentials Learning Objective: We are learning how to set and change secure login credentials so that we can keep our account private. Summary: Pupils practise creating strong passwords and changing them. Teacher introduces password safety tips and avoiding password sharing.	Lesson 4 – Marketing and Communication Preferences Learning Objective: We are learning how to set marketing and communication preferences so that we only receive information that we want. Summary: Pupils explore how to tick/untick boxes for email updates and notifications. Teacher explains "spam" and how to reduce unwanted messages.	Lesson 5 – Reviewing Account Settings Learning Objective: We are learning how to check account settings so that we can make sure our account is safe and works the way we want. Summary: Pupils review all aspects of a practice account (details, login, preferences). They check and adjust settings, then reflect on	Lesson 5 – Review of learning and contingency time. Learning Objective: We are reviewing the learning so that we can close any gaps in our understandi ng

						why this matters.	
Science	Health and safety	Identify different hazard symbols	Identify hazards when using equipment in a workplace	Safely use equipment under close supervision	Safely use equipment under close supervision	Locate in a particular workplace: <input type="checkbox"/> fire exits <input type="checkbox"/> fire safety points <input type="checkbox"/> assembly points	Identify different types of fire extinguisher
Humanities	Local history Study	Local walk Compare and contrast the town centre, past and present.	Local walk Compare and contrast the town centre, past and present	Local walk Research significant local individuals of the past.	Local walk I can find out about my local area and places of importance.	Local walk I can find out about my local area and places of importance.	Trip: I can explore my local area and experience places of importance.
Art	Theme: Rio Carnival Medium: Paint	Listen to music and watch videos from the carnival - using paint to express how the music makes them feel.	Research artist - Santiago Lopez	Use paint to recreate a piece of Santiago Lopez's work.	Looking at some carnival costumes and painting their own designs with a focus on colour mixing.	Create their own artwork	Create their own artwork

ASDAN units (Year 10s and 11s only)	Developing ICT Skills, Providing personal information, Developing self awareness
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