

## Medium Term Planning – Class 1 – Spring 2

	<b>Overview/Topic</b>	<b>Week 1 23.2.26</b>	<b>Week 2 2.3.26</b>	<b>Week 3 9.3.26</b>	<b>Week 4 16.3.26</b>	<b>Week 5 23.3.26</b>	<b>Week 6 30.3.26</b>
<b>Key events</b>		Fri - INSET					Fri – Bank Holiday
<b>Life Skills</b>	<b>Employability</b>	Communication – Showing an interest in others and visitors. Greeting people	Working with others – I can take turns, be polite and request help	Personal Presentation – I can identify work appropriate clothing and where I can buy these	Maths Skills – Recognising days of the week, a timetable and looking at a calendar	Employability – I can identify someone doing a job and offer help	Knowing Self – I can share my age and other key information
<b>Offsite visit</b>	<b>Employability</b>	Palmers Garden Centre  Job roles within a garden centre	Waterstones  Job roles in a bookstore	St Margaret’s Hospice  Job roles in a charity shop and looking at work appropriate clothing	Barclays Bank  How to use a bank and what they are for	Tesco  Job roles within a supermarket	Oak Furnitureland  Job roles within a furniture store
<b>Maths</b>	<b>Measurement  Number, Pattern, Shape</b>	Time  Comparing numbers to 9 and 10	Time  3D shapes	Time  Exploring pattern	Length and Height  Combining two amounts	Length and Height  Number bonds to 10	Statistics  Spatial reasoning
<b>English</b>	<b>When I Grow Up  Recount</b>	Hook/Immerse  Front cover predictions and immersing in different career objects	Immerse  Reading the story and imitating a recount	Imitate  Imitating a recount  Exploring and identifying	Imitate/Innovate  Planning recount using the boxing up method	Innovate  Writing their recounts	Innovate  Writing their recounts

				features of a recount			
<b>PE</b>	<b>Miss Adams Target games</b>	Boccia	Kurling	Throw and catch	Archery	Skittles	Using our skills – different target games
<b>RE</b>	<b>Mr Crump: Rules in religion and life</b>	<b>Setting the scene</b> Do a class/ pairs/ individual mind map of rules. Use visuals of class rules to support. Introduce Moses as prophet of the Old Testament	Give background on Moses, the Old Testament and relevance to Jews and Christians Introduce the story of Exodus leading to the 10 Commandments on Mt Sinai Story map/role play/sequence sentences relating to the story	Give background on Moses, the Old Testament and relevance to Jews and Christians Introduce the story of Exodus leading to the 10 Commandments on Mt Sinai Story map/role play/sequence sentences relating to the story	Recap the story of the Israelites leading to the revelation of the 10 Commandments Look at/ consider each commandment in simple language What would our commandments be for our community? Use Widgit to represent 1 modern commandment	Use the PP to learn about Tzedakah in Judaism – teaching Jewish people to care for themselves, others and the environment Encourage the young people to explore how they can do the same in our community/ society	Groups can make a list of their own 5 rules, compare with school rules, laws, commandments Which rules are the most important for classroom /society/ own lives
<b>RSHE</b>	<b>Mr Simmons</b>	What personal skills and qualities are required in relation to jobs and work?  <b>E:</b> I can name some skills and	recognise and be able to challenge stereotypes and family expectations.  <b>E:</b> I can recognise that some people	What personal skills and qualities are required in relation to jobs and work?  <b>E:</b> I can name some skills and	What are possible jobs linked to your skills and qualities?  <b>E:</b> I can identify some of my own	What are possible jobs linked to your skills and qualities?  <b>E:</b> I can identify some of my own	Consolidation activities: review key learning points and revisit key learning from consent unit

		qualities that people might need in a job.	have fixed ideas about who should do certain jobs.	qualities that people might need in a job.	skills, strengths, or interests.	skills, strengths, or interests.	
<b>Computing</b>	<b>Mr Whelan</b> Being Safe and Responsible Online	<b>Lesson 1 – Personal Information Online Learning Objective:</b> We are learning what personal information is so that we can recognise what should and should not be shared online	<b>Lesson 2 – Personal Information Online Learning Objective:</b> We are learning what personal information is so that we can recognise what should and should not be shared online.	<b>Lesson 3 – Protecting Our Privacy Learning Objective:</b> We are learning simple methods to protect our personal information so that we can stay safe online.	<b>Lesson 4 – Protecting Our Privacy Learning Objective:</b> We are learning simple methods to protect our personal information so that we can stay safe online.	<b>Lesson 5 – Using Security Features Safely Learning Objective:</b> We are learning how to use security features correctly so that our devices and accounts remain safe.	<b>Lesson 6 – Using Security Features Safely Learning Objective:</b> We are learning how to use security features correctly so that our devices and accounts remain safe.
<b>Enrichment</b>	<b>Mr Young</b> Tramploning and Bikeability	<b>Trampoline safety</b> Learning how to safely mount, dismount, bounce and stop safely as well as spotting responsibilities and trampolining rules	<b>Trampolining</b> Recap on trampoline safety. Basic shaped jumps and twists		<b>Trampolining</b> Recap on shaped jumps and twists. Basic landings (Seat, front)		<b>Trampolining</b> Develop and perform basic trampolining routine

**ASDAN units (Year 10s and 11s only)**