Medium Term Planning – Class 3 – Autumn Term 2 2026

	Overview/ Topic	Week 1 02.11.26	Week 2 09.11.26	Week 3 16.11.26	Week 4 23.11.26	Week 5 30.11.26	Week 6 07.12.26	Week 7 14.12.26
Key events		**INSET days – Mon & Tues**					**Thurs – Xmas jumper day**	**Tues – Xmas Dinner** **Weds – Xmas service in church** **Fri – No Enrichment**
Offsite Visits	**Shopping and Money Management**	**Wednesday 4th November – Sainsbury's** I can understand why we shop, and why we shop online.	**Wednesday 11th November – Tesco** Personal shopping with Community Champion.	**Wednesday 18th November – The Range** I can interpret near amounts of money. E.g. £1.99 is near to £2.	**Wednesday 25th November – Lidl** I can use a budget to make choices.	**Wednesday 2nd December – Clarks Village (half class)** I can use social scripts when engaging in a range of shopping environments.	**Wednesday 9th December – Clarks Village (half class)** I can use social scripts when engaging in a range of shopping environments.	**Wednesday 16th December – B&Q** I can understand the purpose of different shops.
Life Skills	**Shopping and Money Management**	I can understand the differences in products available online and in-store.	I can understand how click & collect and delivery services work.	I can interpret near amounts of money and provide an estimated total.	I can make a shopping list and use this alongside a budget to make purchases.	I can explain where different foods come from.	I can find solutions to money problems.	I can explain what subscription are.
Careers and Futures links: Locating and navigating a range of shops/stores for a variety of products. Using money in the community and make payments for products using cash and card.								
Maths	**Number and Measurement**	Number – Addition and Subtraction	Number – Addition and Subtraction	Number – Addition and Subtraction	Number – Addition and Subtraction	Measurement – Money	Measurement - Money	Measurement – Money Problem Solving
Careers and Futures links: Recognition and understanding of money, and calculating prices or budgets in order to use money and make purchases in the wider world.								

English inc Grammar and Reading Focus	**Recount** **Billionaire Boy**	Immerse Read title, blurb. Discuss title and illustration and make suggestions as to what the story could be about. Listen to story.	Imitate Explore a recount Sequence the recount. Story map to recall the recount. Retell the recount following a story map.	Imitate Explore a recount Sequence the recount. Story map to recall the recount. Retell the recount following a story map.	Innovate Independent application (Plan to write your own recount)	Innovate Independent application (Write a recount of a trip)	Innovate Independent application (Write a recount of a trip)	Innovate Independent application (Write a recount of a trip)
Phonics and/or Spelling Focus	**Spelling Focus**	Spells days of the week. Can spell some compound words. Adds the endings –ing, -ed, -er to verbs. Fronted adverbials/Time related words, Verbs, Prepositions, Paragraphs						
Careers and Futures links: To develop reading skills that support an understanding of the world around us. For example, reading signs and understanding texts. Exploring diary entries to build comprehension of daily life and how to communicate and discuss that with those around us.								
Science	**Food and Health**	INSET	AC1.1 Give a basic explanation of current nutritional guidelines.	AC1.2 Identify the main nutrients needed by the body.	AC1.3 Illustrate clearly the results of poor food choice.	AC2.2 Identify dishes / meals from a selection that are suitable for a range of different dietary needs.	AC3.1 Prepare a number of healthy dishes e.g. salads, soups, fruit dishes, stir fry, kebabs	AC3.1 Prepare a number of healthy dishes e.g. salads, soups, fruit dishes, stir fry, kebabs
Careers and Futures links: Develop understanding of healthy, unhealthy and balanced foods and meals. Nutritional content information and where to find this.								
Computing	**Using Technology**	**Preparing to use shared technology safely** We are learning to clean our hands and use headphones properly so that shared equipment stays clean and we can listen safely	**Using a mouse to click and drag** We are learning to use a mouse to click, double-click and drag so that we can control things on the screen. Learners explore how moving the mouse moves the pointer, then practise single clicks on large targets.	**Using a touchscreen to tap swipe and scroll** We are learning to use a touchscreen to tap, swipe and scroll so that we can use tablets and phones. Adults demonstrate one	**Finding letters on a keyboard** We are learning to find letters on a keyboard so that we can type words. Learners explore a keyboard and locate selected letters	**Using the space bar and backspace** We are learning to use the space bar and backspace so that we can separate words and fix our typing. Adults model how the space bar	**Typing our own names** We are learning to type our own names so that we can identify our work. Learners follow an individual name card and find each letter in order. They type their name	**Using the Enter key** We are learning to use the Enter key so that we can finish an action on the computer. Adults show how Enter can start a new line or confirm a choice, using a

		without disturbing others. Adults model a short visual routine: clean and dry hands, collect the headphones, check the volume, place them gently and return them neatly.		touchscreen action at a time using large, uncluttered items.		makes a gap and backspace removes the last letter.	into a simple document or communication activity	clear before-and-after demonstration.
Careers and Futures links: Use a range of technology. For example, using a computer to type and share information or to complete an online form.								
RSHE	**KS3: Mental Wellbeing**	INSET	I can explain what mental wellbeing is and what the vocabulary is associated with body sensations and emotions.	I can explain what happiness is and how can it be linked to being connected to others.	I can explain how are worrying and feeling down normal, and how they can affect everyone at different times.	I can explain how to evaluate the impact of my actions on my positive mental health, including the benefits and importance of physical activity, sleep, time outdoors, community participation and volunteering or acts of kindness for mental wellbeing and happiness.	I can explain practical ways to improve my mental wellbeing (social interactions, kindness, learn something new. (5 ways to wellbeing NHS)	I can explain practical ways to improve mental wellbeing (physical activities, be mindful). (5 ways to wellbeing NHS)
	KS4: Mental Wellbeing and Wellbeing Online	INSET	I can explain what makes me happy and how my happiness is linked	I can explain some characteristics of mental ill health,	I can explain some coping strategies for mental ill health	I can explain what gambling is and the risks related to online	I can explain the bi-directional relationships between poor	I can explain where to get support if I have concerns about

			to being connected to others?	including anxiety and depression.	that support finding the courage to participate in activities which initially feel challenging.	gambling and gambling-like content within gaming, including the accumulation of debt. I know that it can lead to serious mental health harms, including anxiety, depression and suicide.	mental health and alcohol/drug use (including smoking/vaping).	my own or someone else's mental health.
Careers and Futures links: To develop and understanding of what mental wellbeing is and how to keep ourselves safe and healthy. To know how to use technology and online services whilst maintaining our positive wellbeing.								
RE	**Religious Celebrations**	Explore and research Easter	Artwork to display at event	Research food and recipes	Cost up recipes to scale	Make decorations for the event	Buy, make and share the food	Consolidate
Careers and Futures links: Develop understanding of the community through religious beliefs and practices.								
Art	**Exploring 3D form and creation**	Exploring the feel of 3D crafting products	**Practice techniques/Planning** Practice techniques and plan required resources	**Planning/Create** Plan resources and methods and begin creating	**Create** Reflect on their previous work and what they need to do next	**Create** Reflect on creation and what needs to be done to finalise their work	**Evaluate** What do they like/not like on their work? What would they change next time?	Sharing artwork with peers and discussing this
Careers and Futures links: To explore creative careers and support creative thinking and expression.								
Music	**Mr Crump**	Continue work on body percussion composition : varying rhythm and recording on visual score	Recording body percussion performance and overlaying on background track	Review performance piece and play seek opinions of leadership team.	Exploring graphic scores: use untuned percussion to play a range of rhythms echoing the teacher	Exploring graphic scores: young people work in groups to interpret a range of rhythmic graphic scores	Exploring graphic scores: young people work in groups to interpret a range of rhythmic graphic scores	Review learning from the term and attempt assessment piece to demonstrate understanding

						themselves playing untuned percussion.	themselves playing untuned percussion.	of rhythmic scores
Careers and Futures links: explore different roles within the music industry and what skills for the workplace are supported by the ability to play music eg maintaining focus								
PE	**Miss Adams** Target & Invasion (Sending, Receiving & Tracking)	Tracking & Object Familiarisation	Directional Rolling & Target Pathways	Reciprocal Passing & Simple Tracing	Spatial Boundaries & Halting Movement	Cooperative Scoring & Zone Intrusion	Mini-Festival & Skill Consolidation	
Careers and Futures links: Social interaction, self-regulation, links to local clubs (boccia/kurling), Personal physical boundaries, Following instructions, Roles in the lesson, e.g. scorekeeper								
Enrichment	**Forest School Mrs Grove**	Seasonal exploration Hapa Zome	Seasonal exploration Whittling	Seasonal exploration Clay faces	Seasonal exploration Mud art	Habitats Shelter building	Habitats Shelter building & using saws	
Careers and Futures links: Developing communication skills, resilience and collaborative skills to take into future education and employment. Understanding dangers, risks, and how to adapt to stay safe. Exploring creativity and using tools safely. Developing gross and fine motor skills.								