

Medium Term Planning – Class 6 – Term Spring 2 2026

	Overview/ Topic	Week 1 23.02.26	Week 2 02.03.26	Week 3 09.03.26	Week 4 16.03.26	Week 5 23.03.26	Week 6 30.03.26
Key events		Fri– Inset Day FS Window - Open	FS Window - Close	D of E Day			Fri – Good Friday
Maths Mr Young	Measurement	Measurement Time Year 11 Functional skills entry level exam	Measurement Time	Measurement Time Mon- Time Tues – Time Wed – D of E Day Thurs/Fri - baseline assessment of skills in measurement of Length & Perimeter	Measurement Length and Perimeter	Measurement Length and Perimeter	Statistics (2)
English Mr Shepherd	Diary Writing Focus text – Red Riding Hood (2011) <u>Diary writing - English - Learning with BBC Bitesize</u>	Functional Skills – Mon – No lesson Tue – Revisit skills Wed – FS Reading Thur - FS – Writing Year 9 – Objective: We can state the features of an effective diary.	Objective: We can internalize and sequence events in chronological order. Hook – Pupils are presented with a range of items to investigate and reveal the focus text.	Functional Skills – Mon & Tues - EL1 -3 S&L Year 9 – Objective: We can identify and modify root words, prefixes and suffixes. Draw a map of Red Riding Hood’s journey through the woods to her grandmothers.	Objective: We can use boxed- up planning to innovate a model text. Role play and interview characters from the story. Pupils ask questions to gather key information to use in a boxed-up plan to innovate the model text.	Objective: We can independently recount events through creating a diary for a main character. Use story map to recall the story. Mind map main character’s emotions, actions / reactions, senses.	Objective: Share completed diaries from last week. Complete pre- unit assessments ahead of new unit. Focus on adapting first- person diaries into third-person reporting. Update spelling and reading lists,

		<p>Tuning into the text (recount). Pupils are introduced to 4 different diary introductions. Focussing on content and expression, pupils suggest the features that make effective and ineffective diaries.</p>	<p>Recall – Pupils recall the traditional fairytale ‘Little Red Riding Hood’, creating a class story map.</p> <p>Immerse – Pupils are read extracts from the reimaged tale and adapt class story map.</p>	<p>Label actions and emotions throughout the journey using root words, prefixes and suffixes.</p> <p>Thurs and Friday: Objective: We can identify paragraph signposts when boxing-up the features of a model text.</p> <p>Pupils use a model text of grandmother’s diary to box up features / features of each paragraph (L3).</p>	<p>Shared writing of innovated diary, before pupils innovate independently. Reading activities linked to comprehension / reading EFL.</p>	<p>Use boxed-up planning to build a diary entry for Red Riding Hood, capturing the mature tone of the modern reimaged version.</p>	<p>as well as comprehension work completed in week 4.</p>
<p>Science Miss Bond</p>	<p>OCR Entry Level</p>	<p>B3 Control Systems - Control systems of the human body - The changes in our surroundings that can affect our body’s internal environment</p>	<p>B3 Control Systems - Control systems of the human body – The kidneys</p>	<p>B3 Control Systems - Control systems of the human body - diabetes</p>	<p>B6 Casualty - The human circulatory system - The function and structure of the heart</p>	<p>B6 Casualty - The human circulatory system - blood capillaries and blood</p>	<p>B6 Casualty - The human circulatory system - respiration and the effect of exercise.</p>
<p>Humanities Mr Shepherd</p>	<p>Geography: Different land use within South Somerset</p>	<p>Lesson 1 – When does rain become dangerous?</p>	<p>Lesson 2 – Who gets hurt when rivers overflow?</p>	<p>Lesson 3 – What can we learn from past flooding?</p>	<p>Lesson 4 – How do we fight back against floods?</p>	<p>Lesson 5 – How can we become flood heroes?</p>	<p>Lesson 6 – How can we reduce flood risks in the future?</p>

		<p>We are learning to understand how heavy rain can cause flooding so that we know when weather can become dangerous for people and places.</p> <p>Lesson summary: Young people explore the difference between normal rainfall and flooding by testing how water behaves on different surfaces such as soil, sand, grass and concrete. Through hands-on experiments, they observe absorption and run-off and link this to why some places flood more easily than others.</p>	<p>We are learning to identify who and what is affected by flooding so that we understand how floods impact communities.</p> <p>Lesson summary: Using video clips and images of real flood events, young people identify visible and less obvious impacts of flooding. They sort examples into categories (people, animals, buildings, services) and discuss hidden consequences such as disrupted services, illness, and damage to livelihoods, building empathy and real-world understanding.</p>	<p>We are learning to explore past flooding events so that we can understand how communities respond and prepare for floods.</p> <p>Lesson summary: Young people investigate major Somerset flooding events from history, focusing on what happened, how people responded, and whether communities were prepared. They work together to create a large visual timeline showing key floods and lessons learned from each event.</p>	<p>We are learning to explore different flood defences so that we understand how people try to protect communities from flooding.</p> <p>Lesson summary: Young people learn about local flood defences such as the Bridgwater Tidal Barrier, river walls, sandbags and natural defences. They compare these with international examples and then design and test their own miniature flood defence models to see which are most effective.</p>	<p>We are learning to prepare for flooding emergencies so that we know how to stay safe and help others.</p> <p>Lesson summary: Young people explore what people should take if they need to evacuate quickly. They compare emergency kits from the UK, Bangladesh and the Netherlands, then design their own flood emergency kit and help create a simple evacuation plan for the school.</p>	<p>We are learning to suggest ways to reduce flood risks so that communities can be better protected in the future.</p> <p>Lesson summary: Young people reflect on everything they have learned and suggest ways individuals, communities and governments can reduce flood risks. This may include better planning, natural defences and preparedness. The unit can end with presentations, posters or model displays to consolidate learning.</p>
<p>Computing Mr Whelan</p>	<p>Being Safe and Responsible Online</p>	<p>Lesson 1 – Risks of Oversharing</p>	<p>Lesson 2 – Privacy Settings in Action</p>	<p>Lesson 3 – Taking Control of Our Online</p>	<p>Lesson 3 – Taking Control of Our Online</p>	<p>Lesson 4 – Understanding the Role of a</p>	<p>Lesson 5 – Seeking Help Appropriately</p>

		<p>Learning Objective: We are learning why oversharing information online can be risky so that we can make safer choices.</p> <p>Summary: Young people analyse examples of oversharing. Identify risks such as scams, unwanted attention.</p>	<p>Learning Objective: We are learning how to use privacy settings so that we can control who sees our information.</p> <p>Summary: Young people adjust settings in mock accounts (social media, email).</p>	<p>Presence Learning Objective: We are learning how to manage our digital footprint so that we are in control of our online reputation.</p> <p>Summary: Young people plan practical steps to clean up and maintain their digital footprint.</p>	<p>Presence Learning Objective: We are learning how to manage our digital footprint so that we are in control of our online reputation.</p> <p>Summary: Young people plan practical steps to clean up and maintain their digital footprint.</p>	<p>Trusted Adult Learning Objective: We are learning what a trusted adult is so that we know who to go to for help online.</p> <p>Summary: Young people identify qualities of a trusted adult. Teacher-led discussion about real-life examples.</p>	<p>Learning Objective: We are learning how to seek help from a trusted adult so that we can act when something online makes us feel unsafe.</p> <p>Summary: Role-play scenarios where Young people practise explaining issues and asking for support.</p>
<p>RSHE Mr Simmons</p>	<p>Respectful Relationships and Consent (within relationships)</p>	<p>What are the legal rights and responsibilities regarding equality (equality act 2010)? Understand that everyone is unique and equal.</p>	<p>What are the types of behaviour within relationships that are illegal? Including violent behaviour and coercive control.</p>	<p>What constitutes sexual harassment and sexual violence? Understand these are always unacceptable.</p>	<p>What constitutes sexual harassment and sexual violence? Understand these are always unacceptable.</p>	<p>How do stereotypes based on sex, gender, race, religion, sexual orientation or disability cause damage?</p>	<p>How might stereotypes normalise non-consensual behaviour or encourage prejudice?</p>
<p>RE Mr Crump</p>	<p>Rules. Religion, society</p>	<p>Mitzvot: look at the commandment and consider which are positive/negative. Can we rewrite in</p>	<p>Compare Tzedakah & commandments to humanism & atheism</p> <p>Why should we help people?</p>	<p>Compare Tzedakah & commandments to Dharma (Hinduism) and</p>	<p>Compare Tzedakah & commandments to humanism & atheism</p> <p>Why should we help people?</p>	<p>World War 2</p> <p>Listening to first hand accounts from survivors of concentration camps, how do we think they</p>	<p>World War 2</p> <p>Students explore three roles:</p> <p>Perpetrators – those who caused harm,</p>

		positive? What positive rules would be key in modern society	Reminder of Humanism and Atheism, what the difference is Give different scenarios: what would each person do?	Noble Path (Buddhism)	Reminder of Humanism and Atheism, what the difference is Give different scenarios: what would each person do?	were able to keep their faith? What do the survivors themselves say?	Bystanders – those who did nothing and Upstanders – those who helped or resisted
Art Mrs Adams-Bond	Medium: Printing Topic: Whole school project flags	Hook / research. Researching UK celebrations. Research Andy Warhol and William Morris. Practice techniques and experiment.	Planning Listing resources Designing Practice Techniques.	Create Design on polystyrene tile.	Create Use ink and transfer to card	Share with other classes. Whole school celebration?	Evaluate Evaluation form WWW? EBI? Resources used? What did you enjoy? What did you find a challenge? Techniques used?
PE Mr Young	Invasion games	Invasion Games Hockey Basic Stick/ball skills – control, push pass – unopposed situations	Invasion Games Hockey Basic Stick/ball skills – control, push pass in opposed situations (minimal pressure,	Invasion Games Hockey Basic Stick/ball skills – control, push pass in opposed situations	Invasion Games Rugby Basic ball handling skills – catching, passing – unopposed situations	Invasion Games Rugby Basic ball handling skills – catching, passing – Passing backwards, supporting the ball carrier in	Invasion Games Rugby Basic ball handling skills – catching, passing – Passing backwards, supporting the ball carrier in

			attacking overload)			unopposed & opposed situations (minimal pressure, attacking overload)	opposed situations
Life Skills Mr Young	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?</p> <p>How do we know someone is at work? Activity linked to uniforms, extension of this could be safety uniform or personal protective equipment. Why do they wear this? Introduction to topic.</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?</p> <p>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</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 time will you spend doing all the activities that make up adult life?</p> <p>Having investigated lots of jobs at school and on visits what jobs are young people interested now. Young people should be able to</p>	Consolidation and reflection : key learning and how this impact our future thinking

