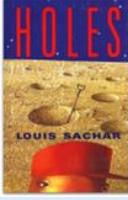


Medium Term Planning – Class 8 – Term Spring 1 2026

	Overview/ Topic	Week 1 WC 05.01.26	Week 2 12.01.26	Week 3 19.01.26	Week 4 26.01.26	Week 5 02.02.26	Week 6 09.02.26
Key events					28 th DofE Day	Mocks week	Humanities trip – Fri. P1,2,3
Maths	Number Geometry	Number Fractions	Number Fractions	Number Fractions	Geometry Position and direction	Geometry Position and direction	Statistics
English	Persuasive Writing Focus text: 'Holes'  <p>Context – Advertising company. 'We'll advertise what no one else can'</p>	<p>Immerse: Activities: Careers cross curricular – Farming. Scaffolded task to make predictions based on the front cover and justify reasons. Opportunity to revisit connectives and simple, compound and complex sentences and apply to task. Look back at previous predictions and consider how accurate they were and why.</p>	<p>Immerse: Activities: Introduce the model text: a persuasive leaflet for a run-down holiday. Explain pupils' end of unit objective will be to create their own advertising poster. Read the first section of the book and corresponding section of film. Discuss features of persuasive writing and locate in model text and persuasive</p>	<p>Imitate: Activities: Pupils imitate the model text by creating sections of a leaflet for the hole digging experience or the warden's cabin. Pupils are presented with an argument from a section in a book and asked to choose a side. Then, working in groups, pupils try and persuade the other group to join them. Align with S&L Level 2. Possible discussions – Is Camp Green</p>	<p>Imitate: Activities: Look at depths of meaning within the model text, incl. rhetorical and commands. Use dictionaries and thesaurus to replace vocabulary with that of greater complexity. Box-up features of persuasive poster. Explore and use exclamations as part of persuasive writing. Power of 3.</p>	<p>Mock week Innovate: Activities: Introduce facts and figures to support persuasive techniques. Identify persuasive language in holiday brochures. Box-up plan of persuasive leaflet for Camp Green Lake. Possible discussions – Why Camp Green Lake is a good holiday destination.</p>	<p>Innovate: Activities: Using the model text and appropriate scaffolding and a boxed-up plan, pupils create a persuasive leaflet for Camp Green Lake. Share, edit and feedback. Outcome: Use plans to create own pieces of persuasive writing. S&L: Pupils present their leaflets to the class. Revisit: Effective S&L skills.</p>

		<p>Provide the first page of text for pupils to illustrate in a style of their choice. Highlight word and sentence classification.</p> <p>Outcomes: Make predictions. Understand and apply the term 'persuade / persuasive' Write in full and accurate sentences using correct grammar and punctuation. Understand and use compound and complex sentences (conjunctions/co-ordination/sub-ordination)</p> <p>.</p> <p>S&L: Small group discussions on which previous texts pupils prefer. Scaffolded question prompts to ask and answer.</p> <p>Revisit: Clause / subject and verb.</p>	<p>letter linked to book.</p> <p>Create a working vocabulary wall.</p> <p>Outcomes: Identify features of persuasive writing. Understand and use rhetorical questions – correctly punctuating. Understand 'command' sentences including imperative verbs.</p> <p>S&L: Identify the features of effective presentation.</p> <p>Revisit: Letter features and format.</p>	<p>Take a good place to build character / Should Stanley have accepted the deal?</p> <p>Outcome: Imitate the model text. Understand and use noun phrases / expanded noun phrases. Explore and use alliteration. Demonstrate reasoned justifications for views.</p> <p>S&L: Persuasive discussion-based activity.</p> <p>Revisit: Metaphors / similes / personification / hyperbole.</p>	<p>Outcome: Understand and use features of persuasive texts. Box-up features of persuasive texts. Identify commands. Highlight the non-features in an example. More complex root words, prefixes and suffixes. Use headings and subheadings.</p> <p>S&L: Safe space – pupils present a piece to the rest of the class and receive feedback.</p> <p>Revisit: Quick revisit consonants and vowels. Word types.</p>	<p>Outcome: Applying outcomes already covered this half-term.</p> <p>S&L: Pupils complete a similar activity to that of week 3.</p> <p>Revisit: Prepositions / adverbials.</p>	
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Science	OCR Entry Level	P6 Nuclear power - Atomic model and radioactivity - Structure of the atom, radiation and nuclear decay.	P6 Nuclear power - Atomic model and radioactivity - contamination and irradiation.	P6 Nuclear power - Atomic model and radioactivity - the risks and benefits of nuclear power.	P1 Getting the message - Using waves to communicate – The electromagnetic spectrum.	P1 Getting the message - Using waves to communicate - waves	P1 Getting the message - Using waves to communicate – communication.
Humanities	History: Chard and the history of powered flight	<p>Lesson 1: Who was John Stringfellow?</p> <p>Objective: We are learning who John Stringfellow was so that we can understand his role in the history of flight.</p> <p>Critical Question: Who helped flight take off in Chard?</p> <p>Activities: Storytelling session on Stringfellow's life. Look at images of Stringfellow's flying machine. Pupils create a fact file on John Stringfellow.</p>	<p>Lesson 2: Why was powered flight important?</p> <p>Objective: We are learning why powered flight was important so that we can understand how it changed the world.</p> <p>Critical Question: How did flying machines change how people live and travel?</p> <p>Activities: Discuss how people travelled before flight. Simple timeline activity: travel before and after flight.</p>	<p>Lesson 3: What challenges did early inventors of flight face?</p> <p>Objective: We are learning about the challenges of early flight so that we can understand how difficult it was to invent flying machines.</p> <p>Critical Question: Why was it so hard to invent a flying machine?</p> <p>Activities: Discuss problems like weight, engines, and materials.</p>	<p>Lesson 4: How has flight changed over time?</p> <p>Objective: We are learning how flight has developed over time so that we can see how inventions improve.</p> <p>Critical Question: How have aeroplanes changed since Stringfellow's time?</p> <p>Activities: Create a simple timeline from Stringfellow to modern aircraft. Match images of planes to different eras.</p>	<p>Lesson 5: Why is flight important in Yeovil and Somerset today?</p> <p>Objective: We are learning why flight remains important locally so that we can understand Yeovil and Somerset's connection to aviation.</p> <p>Critical Question: How is flight still important to our local area?</p> <p>Activities: Discuss Leonardo Helicopters and RNAS Yeovilton. Look at helicopters made in Yeovil and their uses.</p>	<p>Lesson 6: Preparing for our visit to the Fleet Air Arm Museum</p> <p>Objective: We are learning what to look for at the Fleet Air Arm Museum so that we can link it to our learning about flight.</p> <p>Critical Question: What do we want to find out during our visit?</p> <p>Activities: Create a checklist of aircraft types to look for. Discuss questions they might want to ask during the visit. Pupils design a simple "Flight Passport" to tick off aircraft they see.</p>

			Watch a short video clip of early flight attempts.	Pupils draw or write about what they think was the hardest challenge.		helps people today (emergencies, transport, farming).	
Computing	Communicating & Transacting	<p>Lesson 1 – Understanding Digital Footprints</p> <p>Learning Objective: We are learning what a digital footprint is so that we can understand how our actions online leave a trail.</p> <p>Summary: Pupils explore examples (social media, online searches). Teacher shows how footprints can be permanent.</p>	<p>Lesson 1 – Understanding Digital Footprints</p> <p>Learning Objective: We are learning what a digital footprint is so that we can understand how our actions online leave a trail.</p> <p>Summary: Pupils explore examples (social media, online searches). Teacher shows how footprints can be permanent.</p>	<p>Lesson 2 – Limiting a Digital Footprint</p> <p>Learning Objective: We are learning what steps can be taken to limit a digital footprint so that we can manage our online reputation.</p> <p>Summary: Strategies include privacy settings, thinking before posting, and deleting old accounts.</p>	<p>Lesson 2 – Limiting a Digital Footprint</p> <p>Learning Objective: We are learning what steps can be taken to limit a digital footprint so that we can manage our online reputation.</p> <p>Summary: Strategies include privacy settings, thinking before posting, and deleting old accounts.</p>	<p>Lesson 3 – Checking for Safe Online Transactions</p> <p>Learning Objective: We are learning how to carry out checks when shopping or banking online so that we can reduce risks.</p> <p>Summary: Pupils look for padlocks, https, trusted sellers, and secure payment options.</p>	<p>Lesson 3 – Checking for Safe Online Transactions</p> <p>Learning Objective: We are learning how to carry out checks when shopping or banking online so that we can reduce risks.</p> <p>Summary: Pupils look for padlocks, https, trusted sellers, and secure payment options.</p>
RSHE	Intimate Relationships and Consent	What are the characteristics of a healthy 1:1 intimate relationship?	What are the characteristics of an unhealthy intimate relationship?	How can physical and mental health can be affected by choices made within sex and relationships?	What are the strategies for identifying and managing sexual pressure including understanding and resisting peer pressure? How do you not pressurise others?	What are the strategies for identifying and managing sexual pressure including understanding and resisting peer pressure? How do you not pressurise others?	Where can you seek help when you are being pressurised, manipulated or coerced?

RE	Judaism and Christianity	How do different religions celebrate new year and when? Research task: young people explore a religion then share findings. Similarities? Differences?	What are the differences between Jewish and Christian view of God? Research and compare for each religion their thoughts on: Jesus, God, Covenant, Salvation, Religious law & After Life	Why is the Torah important to Jews? How is it different/same as the bible? Begin with Christmas: do Jews celebrate? Why not? Identify fundamental differences then the overlap between holy books.	Why is a synagogue important to Jews? How is it the same/different to a church? Watch videos and note features: similarities? Differences? Do young people consider any places sacred to them? Why?	How do Jewish people worship? Compare with Christian worship What do we mean by worship? Consider prayer as a common feature of world religions. Why do people do it? What do they gain? How does it make them feel? Look at key Jewish prayer.	Review: what has been our key learning. Check knowledge using Kahoot quiz.
PE	Health & Fitness	Health & Fitness I can identify different types of exercise	Health & Fitness I can complete a training session for cardiovascular health	Health & Fitness I can complete a training session for balance and flexibility	Health & Fitness I can complete a training session for strength & Power	Health & Fitness I understand the benefit of different fitness classes	Health & Fitness I can choose / adapt an exercise session to suit me.
Life Skills	Healthy Lifestyle Challenge	Lesson 1. What is a Healthy Lifestyle? We are learning how to keep our bodies and minds healthy so that we can look after ourselves and feel good.	Lesson 2. Tracking Physical Activity We are learning how to keep our bodies and minds healthy so that we can look after ourselves and feel good. Set step or movement goals	Lesson 3. Healthy Snacks Exploration We are learning how to keep our bodies and minds healthy so that we can look after ourselves and feel good.	Lesson 4. Relaxation and Mindfulness We are learning how to keep our bodies and minds healthy so that we can look after ourselves and feel good.	Lesson 5. Hydration Challenge We are learning how to keep our bodies and minds healthy so that we can look after ourselves and feel good.	Lesson 6. Poster/Presentation Creation We are learning how to keep our bodies and minds healthy so that we can look after ourselves and feel good.

		<p>Discuss food, exercise, hydration, and mental health. Introduce a 2-week activity challenge</p>	<p>using simple trackers or sticker charts.</p>	<p>Research and try one new healthy snack. Practise safe preparation if applicable.</p>	<p>Learn a simple relaxation technique (deep breathing, yoga). Practise during class.</p>	<p>Track daily water intake using a chart or stickers. Discuss why water is important.</p>	<p>Create a poster showing healthy habits learned. Share with peers and reflect on lifestyle changes.</p>
Creative Media	Digital Storytelling and E-Books	<p>Lesson 1: What is a Digital Story?</p> <p>Learning Objective: We are learning what a digital story is so that we can make one ourselves. Look at simple e-books or comics. Discuss how pictures and words work together.</p>	<p>Lesson 2: Planning Our Story</p> <p>Learning Objective: We are learning to plan our story so that we know what will happen in it. Pupils choose a story idea (e.g., "My Pet," "A School Adventure"). Sketch a simple plan: beginning, middle, end.</p>	<p>Lesson 3: Taking or Creating Images</p> <p>Learning Objective: We are learning to create images for our story so that we can illustrate it. Pupils take photos or draw images for their story.</p>	<p>Lesson 4: Making Our Digital Book</p> <p>Learning Objective: We are learning to make our digital book so that we can tell our story. Use PowerPoint/Book Creator to build pages with images.</p>	<p>Lesson 5: Adding Text and Speech Bubbles</p> <p>Learning Objective: We are learning to add text so that people can read our story. Pupils add titles, captions, and speech bubbles to their pages.</p>	<p>Lesson 6: Sharing Our Stories</p> <p>Learning Objective: We are learning to share our stories so that we can celebrate our work. Pupils read their digital stories to a partner or small group. Save stories to a digital folder for pupil portfolios.</p>