

## Medium Term Planning – Class 7 – Autumn 1

|                | Overview/Topic                                                           | Week 1<br>7.9.26                                                                                                                                                                                                                                                                                  | Week 2<br>14.9.26                                                                                                                                                                                                                                                                         | Week 3<br>21.9.26                                                                                                                                                                                                                                                                                                        | Week 4<br>28.9.26                                                                                                                                                                                                 | Week 5<br>5.10.26                                                                                                                                                                                                                        | Week 6<br>12.10.26                                                                                                                                                                                                       | Week 7<br>19.10.26                                                                                                                                                                    |
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| Key events     |                                                                          |                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                   |                                                                                                                                                                                                                                          |                                                                                                                                                                                                                          | <b>INSET day<br/>23.10.26</b>                                                                                                                                                         |
| <b>Maths</b>   |                                                                          | Introduction and initial assessment<br>Assess prior knowledge                                                                                                                                                                                                                                     | Number - Place value<br>Understanding numbers to 1000.<br>Understanding numbers to 10,000 and beyond.                                                                                                                                                                                     | Number - Place value<br>Application of knowledge involving numbers to 1000/10,000/100,000.                                                                                                                                                                                                                               | Number - Place value<br>Rounding Numbers to 1000, Rounding numbers to 100,000.                                                                                                                                    | Number - Place value<br>Problem solving and consolidation                                                                                                                                                                                | Geometry – Shape<br>Identifying the properties of 2D shapes                                                                                                                                                              | Geometry – Shape<br>Identify the properties of 3D shapes                                                                                                                              |
| <b>English</b> | Letter and email writing – A Monster Calls<br><br>Reading<br><br>Writing | Setting routines.<br><br><i>Story of you</i><br><br>Create a class display of a Yew Tree through a window.<br><br>Functional Skills baselining/ pre-unit assessment.<br><br>Discuss imaginary friends/ events from childhood.<br><br>Hook – look at picture of an ancient English Yew Tree. Label | Identify, understand and extract the main points and ideas in and from texts<br>Use the first, second and third place letters to sequence words in alphabetical order<br><br>Pupils receive a letter requesting information.<br>Pupils read letters aloud to class, identify recognisable | Identify, understand and extract the main points and ideas in and from texts<br>Use the first, second and third place letters to sequence words in alphabetical order.<br><br>Introduce the focus text.<br><br>Predictions based on the front cover.<br><br>Look at reviews/ advertisements for A Monster Calls. Extract | Identify different purposes of straightforward texts<br><br>Write in compound sentences and paragraphs where appropriate.<br><br>Feedback on letters from last week and redraft with a focus on accurate compound | Identify different purposes of straightforward texts<br><br>Write in compound sentences and paragraphs where appropriate<br><br>Introduce emails and compare them with letters.<br><br>Examine model email and discuss purpose. Identify | Use effective strategies to find the meaning of words (e.g. a dictionary, working out meaning from context; using knowledge of different word types)<br><br>Write in compound sentences and paragraphs where appropriate | Use effective strategies to find the meaning of words (e.g. a dictionary, working out meaning from context; using knowledge of different word types)<br><br>Emails, drafts, pre-unit. |

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|                |                                | <p>with adjectives before writing sentences to explain reasoning.</p> | <p>features and dissect. Explore the length and tone of the letters, including how many words in a sentence and how this contributes to emotion and description.</p> <p>Pupils answer comprehension questions regarding the letters and order alphabetically items contained within them.</p> <p>Modelled task – write a short letter of response. Focus: features of address, layout and opening paragraph.</p> | <p>main points and how these are presented. Attempt to re-work sentences to contrast the main idea.</p> <p>Read first part of focus text and send short letter with focus on communicating a concise point.</p> | <p>sentences and paragraphs.</p> <p>Examine different letters and consider the purpose, identifying language used. Sort vocabulary according to purpose e.g. angry, requesting, thankful, regretful, etc.</p> | <p>purpose of different emails.</p> <p>Read text / watch film until Grandma's front room is destroyed.</p> <p>Plan an email to explain what happened and why.</p> | <p>Continue planning email to grandma, redrafting to improve accuracy.</p> |                                                                                                         |
| <b>Science</b> | <b>OCR Entry Level Science</b> | Introduction                                                          | B1 Dead or Alive - The role of cells – Life processes                                                                                                                                                                                                                                                                                                                                                            | B1 Dead or Alive - The role of cells – Structure of cells                                                                                                                                                       | B1 Dead or Alive - The role of cells – Function of cells                                                                                                                                                      | B5 Gasping for Breath - Human respiration - The structure and function of the lungs,                                                                              | B5 Gasping for Breath - Human respiration - the effects of smoking         | B5 Gasping for Breath - Human respiration - respiration and how to test for the products of respiration |

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| <b>PE</b>   | <b>Multi Skills</b>                          | Multi Skills<br><br>Agility, Balance, Coordination<br><br>Multi skills relays                                                              | Multi Skills<br><br>Agility & Balance<br><br>Speed, Agility, Quickness activities                                                                            | Multi Skills<br><br>Agility & Balance<br><br>Core stability and balance                                                                              | Multi Skills<br><br>Coordination<br><br>Hand-eye coordination – throwing & catching skills                                                                                                  | Multi Skills<br><br>Coordination<br><br>Hand-eye coordination – throwing & catching skills                                                                                            | Multi Skills<br><br>Combining Agility, Balance, Coordination<br>Coordination in non-competitive situations                                                                                                   | Multi Skills<br><br>Combining Agility, Balance, Coordination in competitive situations                                                                     |
| <b>RE</b>   | <b>Community and belonging</b>               | <b>Getting to know one another</b><br><br>We are learning about one another so that we can build a respectful learning community.          | <b>What is religion and worldview?</b><br><br>We are learning what religion and worldview can mean so that we can talk about different beliefs respectfully. | <b>What makes me special?</b><br><br>We are learning what contributes to our identity so that we can recognise our own value and individuality.      | <b>What makes other people special?</b><br><br>We are learning to notice and value other people's qualities so that we can treat people with dignity and respect.                           | <b>Where do I belong?</b><br><br>We are learning to identify communities we may belong to so that we can understand how belonging can support people.                                 | <b>What does it mean to be part of a community?</b><br><br>We are learning about rights and responsibilities in a community so that we can help groups work well.                                            | <b>What is a faith community?</b><br><br>We are learning how faith communities support belonging so that we can understand why they matter to many people. |
| <b>RSHE</b> | <b>Respectful Relationships and Families</b> | <b>Self Esteem</b><br><br>Explaining what self-esteem is, why it is important and how it contributes to healthy, respectful relationships. | <b>Relationships</b><br><br>Exploring effective ways to end a relationship.                                                                                  | <b>Ethical behaviours</b><br><br>Learning about ethical behaviours that work alongside consent including, kindness, care, needs and vulnerabilities. | <b>Stereotypes &amp; Inequalities</b><br><br>Exploring how stereotypes link with inequalities of power and impact behaviour within relationships, including misogyny, and other prejudices. | <b>Risks of pornography</b><br><br>Learning how pornography can negatively influence sexual attitudes and behaviours, including normalising harmful, disempowering sexual behaviours. | <b>Sub cultures</b><br><br>Learning how some sub-cultures influence an understanding of sexual ethics, including sexual norms, endorsed by so-called 'involuntary celibates' (incels) or online influencers. | <b>Consolidation of learning</b>                                                                                                                           |
| <b>Art</b>  | <b>Theme: Animals of Spain</b>               | <b>Hook &amp; Research</b>                                                                                                                 | <b>Practice</b>                                                                                                                                              | <b>Planning</b><br><br>Listing resources                                                                                                             | <b>Creating</b><br><br>Creating a project using the medium                                                                                                                                  | <b>Create</b><br><br>Creating a project using the medium                                                                                                                              | <b>Create</b><br><br>Creating a project using the medium                                                                                                                                                     | <b>Evaluating</b>                                                                                                                                          |

|           | Medium: Pencil & Charcoal | Exploring the artwork of Francisco de Goya                                                                                                                                                                                                                                                                                                                                                                                                                                                | Experimenting with techniques Using Pencil & Charcoal                                                                                                                                                                                                                                                                                                                                                                                                      | Designing                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | which represents the theme                                                                                                                                                                                                                                                                                                                                                                                                                                           | which represents the theme                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | which represents the theme                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| Computing | Computing Devices         | <p><b>Computing devices in everyday life</b></p> <p><i>We are learning to recognise different computing devices so that we can explain how they help us in everyday life.</i></p> <p>Young people identify familiar devices such as desktops, laptops, tablets, smartphones, games consoles and smart technology. They match each device to a typical use and discuss examples from home, school and the community. An independent sorting task checks recognition and understanding.</p> | <p><b>Input devices</b></p> <p><i>We are learning to identify common input devices so that we can choose how to enter information into a computer.</i></p> <p>Young people rotate through practical stations using a keyboard, mouse, touchscreen, microphone and camera. They record what information each device sends to the computer and match devices to suitable tasks. They finish by selecting an input device for a short real-life scenario.</p> | <p><b>Output devices</b></p> <p><i>We are learning to identify common output devices so that we can understand how a computer shares information with us.</i></p> <p>Young people investigate screens, speakers, headphones and printers and describe what each produces. They classify a mixed set of devices as input, output or both, using practical examples to resolve uncertainty. A short matching activity links each output device to an appropriate purpose.</p> | <p><b>Storage devices and services</b></p> <p><i>We are learning to recognise different storage devices so that we can choose how to save and move our work.</i></p> <p>Young people examine examples such as internal drives, USB drives, memory cards and cloud storage. They compare portability, capacity and common uses in accessible terms, then practise saving and reopening a named file. Scenario cards are used to choose a suitable storage option.</p> | <p><b>Comparing computing devices</b></p> <p><i>We are learning to compare the features and uses of computing devices so that we can choose a suitable device for a task.</i></p> <p>Young people compare a desktop, laptop, tablet and smartphone using features such as size, portability, controls and available applications. They complete a simple comparison chart and make choices for everyday scenarios. Each learner gives a spoken, written or symbol-supported reason for one choice.</p> | <p><b>Applications and types of application software</b></p> <p><i>We are learning to understand what an application is and identify the main types of application software so that we can recognise software used for different purposes.</i></p> <p>Young people explore familiar examples of communication, web browsing, word processing, presentation, creative media and entertainment applications. They match application icons or names to purposes and organise them into broad</p> | <p><b>Choosing an application for a purpose</b></p> <p><i>We are learning to select and use a suitable application so that we can complete a digital task more independently.</i></p> <p>Young people choose an appropriate application for a short task, such as writing an invitation, creating a simple poster or presenting information. They open the application, complete and save the task, then explain why their choice was suitable. A checklist supports reflection on device, input,</p> |

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| <b>Humanities</b> | <b>Geography:<br/>Comparing Local and Global Environments</b> | <b>Where is Yeovil in the world?</b><br>We are learning to locate Yeovil and other places on maps so that we can describe where we live in relation to the wider world. Develop an understanding of scale and location by placing Yeovil within Somerset, the United Kingdom, Europe and the wider world. Revisit continents, oceans and | <b>What sort of environment do we live in?</b><br>We are learning to identify features of our local environment so that we can understand what makes the Yeovil area distinctive. Introduce the idea of a biome through familiar local features. Explore temperate climate, woodland, grassland, farmland and urban land use | <b>Why is the world's climate different in different places?</b><br>We are learning to identify different climate zones so that we can explain why environments around the world are different. Introduce polar, temperate, tropical and hot desert climate zones. Explore how temperature and rainfall affect the appearance and use of different environments. | <b>How can living things survive in extreme environments?</b><br>We are learning how plants, animals and people adapt to extreme environments so that we can understand how climate affects life. Explore the challenges of hot desert and polar environments and the ways that plants, animals and people adapt to temperature, water availability and seasonal conditions. | <b>How different is Yeovil from Dubai?</b><br>We are learning to compare Yeovil with a contrasting place so that we can identify how location affects landscape and everyday life. Compare Yeovil with Dubai as a contrasting global location. Consider climate, vegetation, water, buildings, transport, farming and recreation, recognising both similarities and differences. | <b>Why does our food come from different parts of the world?</b><br>We are learning how climate and physical geography affect food production so that we can explain why different foods grow in different places. Explore how temperature, rainfall, soil and water supply affect where food can be produced. Use familiar examples including Somerset apples, wheat, bananas, cocoa, rice and oranges. | <b>How do people change environments?</b><br>We are learning how people change natural environments so that we can recognise the impact of farming, building and resource use. Bring together the Geography learning by examining how farming, housing, roads, recreation and resource use alter natural environments and create different patterns of land use. |

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|            |                                     | simple compass directions.                                            | in and around Yeovil.                                                                                                     |                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                        |
| Music      |                                     |                                                                       |                                                                                                                           |                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                        |
| Enrichment | Stop Motion Animation- Mrs McCarthy |                                                                       |                                                                                                                           |                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                        |
| LifeSkills | Enterprise Project                  | <b>Assessment Week</b><br>What Matter Island Activity- Future Planner | <b>Enterprise (Introduction to business enterprise)</b><br>What are the different roles/tasks required to run a business. | <b>Enterprise (Start the company)</b><br>Come up with a company name and logo.<br>What kind of company do you want to create. Think about company impact: carbon footprint, ethics, purpose etc. (may not be just to make money). | <b>Enterprise (Assign Company Roles)</b><br>Skills match students to the different company roles. Carry out interviews for roles. Assign roles.<br>Roles can include- Finance, Admin, Marketing, Market Research, Production, Packaging, Advertising, Research and Development, | <b>Enterprise (Design a product/service)</b><br>Research and develop a products/services<br>What are you going to make? It can be a product, cards, keyrings, jewellery, (lots of fine motor skills here). You can also run an event like a coffee morning or make a film and sell tickets. Produce production timeline (use product launch date and work back) | <b>Enterprise (Market Research)</b><br>Conduct market research on product ideas. What ideas are popular. Think about pricing- what will people pay, how much will you need to sell products to break-even, make profit<br>List and cost materials and equipment needed to begin full production. | <b>Enterprise (Get Investment- Dragon's Den Style)</b><br>You have designed a product, worked out the cost, calculated how much you would need to spend on materials, thought about where and how you will advertise now you need some money.<br>Produce a presentation you will give to the 'Dragons' to get the money you need to run your business. |