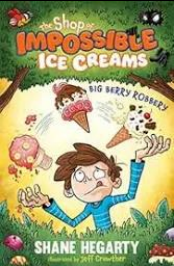


Medium Term Planning – Class 5 – Autumn 1

	Overview / Topic	Week 1 7.9.26	Week 2 14.9.26	Week 3 21.9.26	Week 4 28.9.26	Week 5 5.10.26	Week 6 12.10.26	Week 7 19.10.26
Key events			Fri – Life Skills baseline due	Tues – OE Annual Review	Thurs – Year 11 Yeovil College	Weds – Careers Fair – years 10&11		Fri – Inset day Tues – AD Annual Review
Offsite visit	Shopping and money management		Morrisons – Purchase foods for taste testing Use self serve checkout / pay using a card.	Primark / M&S Comparing prices / finding the correct size / asking for help in a shop.	Quedam / town centre. Apprentice challenge! Pay using cash	Bank??? – Money management / using an ATM / checking balance etc.	RE link: Tesco – world food aisle Finding information / browsing	Ice cream shop – link to English text
Life Skills Miss Adams	Shopping and money management	Preparing for a trip and role play	Using a shopping list	Comparing clothes/shoes sizes	Different shops	Banking	Browsing in a shop and supermarket aisles	Wants and needs
Maths Miss Bond	Life Skills money management objectives woven through number unit.	Early Mathematics: developing number skills. 2.1 Recognise the use of numbers in familiar contexts.	Early Mathematics: developing number skills. 2.1 Recognise the use of numbers in familiar contexts.	Understanding what money is used for. 1.1 Identify money	Early mathematics: Shape. 2.1 Identify uses of money	Early mathematics: Shape. 1.1 Demonstrate an awareness of shape	Early mathematics: Shape. 1.1 Demonstrate an awareness of sha	Consolidation and review
English Miss Adams	The Shop of impossible ice creams – Big Berry Robbery	Hook and reading comprehension.	Talk4Writing Stage: Immerse	Talk4Writing Stage: Immerse	Talk4Writing Stage: Imitate	Talk4Writing Stage: Innovate	Talk4Writing Stage: Innovate	Talk4Writing Stage: Innovate

	 Story Writing		Designing an impossible ice cream	Making an impossible ice cream. Tasting imaginary ice cream flavours	Retelling the story in a variety of ways including drama.	Creating a story map based on the robbery plot.	Adapting story map with own ideas, e.g. changing the location and disguise.	Writing their adapted version of the story.
	Spelling Focus:	Spelling first name and surname. Adding -er, -est to adjectives Grammar Focus: capital letters, full stops, commas, adjectives, synonyms, antonyms, joining clauses, conjunctions, coordination, subordination, compound sentences						
PE Mr Young	Tennis	Ball coordination / Racket Familiarisation skills	Ball coordination / Racket Familiarisation skills	Ground strokes Forehand technique and body position	Ground strokes Backhand technique and body position	Ground strokes Combining forehand and backhand strokes	Volleying Technique	Assessment Performance of skills both in isolation and under pressure
RE Miss Adams	Celebrations	Understanding what a celebration is and why we might celebrate. Exploring and matching celebrations from different religions.	Consider foods you would have at your own celebration.	Explore different food rules for different religions. How can we make the party food inclusive for the different religious rules?	Create a shopping list and cost up online for your own celebration / party food.	Explore the world food aisle what can you find relating to different religions and cultures.		
RSHE	KS3: Families	Circle time and pre-unit assessment	I know what the characteristics of a healthy family life are and how families are	I can explain the different types of committed stable relationships.	I can explain marriage and civil partnerships, what they are and their legal benefits.	I can explain how families change over time, including through birth, death, separation and	I can explain what parents/carers roles and responsibilities are.	I can explain what safe and unsafe relationships are and where I can we get help and advice.

			diverse and unique.			new relationships		End of unit assessment
	KS4: Respectful relationships and families		I can explain what self-esteem is, why it is important and how it contributes to healthy, respectful relationships.	I can explain effective ways to end a relationship.	I can explain ethical behaviours that work alongside consent including, kindness, care, needs and vulnerabilities.	I can explain how stereotypes link with inequalities of power and impact behaviour within relationships, including misogyny, and other prejudices.	I can explain how pornography can negatively influence sexual attitudes and behaviours, including normalising harmful, disempowering sexual behaviours.	I can recognise how some sub-cultures influence an understanding of sexual ethics, including sexual norms, endorsed by so-called 'involuntary celibates' (incels) or online influencers. End of unit assessment
Computing Mr Whelan	Computing Devices	Computing devices in everyday life <i>We are learning to recognise different computing devices so that we can explain how they help us in everyday life.</i> Young people identify familiar devices such as desktops,	Input devices <i>We are learning to identify common input devices so that we can choose how to enter information into a computer.</i> Young people rotate through practical stations using a keyboard, mouse, touchscreen,	Output devices <i>We are learning to identify common output devices so that we can understand how a computer shares information with us.</i> Young people investigate screens, speakers,	Storage devices and services <i>We are learning to recognise different storage devices so that we can choose how to save and move our work.</i> Young people examine examples such as internal drives, USB drives, memory cards	Comparing computing devices <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> Young people compare a desktop, laptop, tablet and	Applications and types of application software <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</i>	Choosing an application for a purpose <i>We are learning to select and use a suitable application so that we can complete a digital task more independently.</i> Young people choose an appropriate application for a

		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.	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.	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.	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.	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.	<i>different purposes.</i> 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 categories. A guided discussion separates the device itself from the software running on it.	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, output and storage choices.
Science Mr Crump	Science Today Unit – Working as Part of a Group – Entry 2	LO1 – Demonstrate an awareness of how to work with others in appropriate ways. AC1.1 Participate in setting ground rules for working with others. AC1.2 Relate basic information about the work to be carried out. AC1.3 Identify their role in the group.			LO2 – Be able to demonstrate working as part of a group. AC2.1 Carry out given tasks when working with others. AC2.2 Ask for or offer help when required. AC2.3 Identify what went well and what went less well.		Completing any additional work required for the qualification.	
	Science Today Unit – Working as Part of a Group – Entry 3	LO1 – Know how to work with others in appropriate ways. AC1.1 Contribute to setting ground rules for working with others.	LO2 – Be able to play an active role in working as part of a group. AC2.1 – Carry out agreed activities when working with others on a group task.		LO3 – Review their role in the group. AC3.1 – Review their work with others. AC3.2 – Identify how they contributed to the group.		Completing any additional work required for the qualification.	

		AC1.2 Make suggestions about the role they should play in the group.		AC2.2 – Make suggestions and receive feedback appropriately. AC2.3 – Ask for or offer help when required.		AC3.3 – Identify what went well and areas they could improve in working with others.		
Music	Body percussion	Exploring different ways we can make noise with our bodies.	Following a beat to perform songs using our bodies.	Following a beat to perform songs using our bodies increasing complexity and tempo.	Creating own songs using body percussion.	Creating own songs using body percussion.	Performance	Music for enjoyment.
Art Mr Crump	Theme: Spain Medium: Pencil & Charcoal	Assessment Assess prior knowledge and individual areas of skill and interest. Introduce medium.	Hook & Research Exploring the artwork of Pablo Picasso. Practice Begin to draw/copy a segment (select with rectangular overlay) of a larger drawing with pencil.	Practice Experiment with different types of mark making and shading, studying examples to replicate techniques.	Practice Introduce use of charcoal. Draw/copy a section of a larger Picasso drawing with charcoal. Experiment with smudging to create shading effects	Plan/Create Based of some of the artwork we have explored begin to plan an individual project using pencil and charcoal. Choose focus piece and experiment with line and shade.	Create Create own project artwork using pencil and charcoal.	Evaluating Evaluate own work share ideas about the work of others.
Enrichment Miss M	Community Project	Introduction to community project – What is a community and how can we support eachother?	Planning for a care home visit – Creating an autumn wreath	Care home visit	Planning for a litter pick	Litter picking trip	Letter writing to people in our community	

ASDAN units (Year 10s and 11s only)	UMF – Understanding what money is used for. 1.1 Identify money 2.1 Identify uses of money 3.1 Use money in realistic settings
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