

Medium Term Planning – Class 3 – Spring 2

| | Overview/Topic | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
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| Key events | | w/c 23/03/26 Fri - INSET | W/C 02/03/26 Thursday – World Book Day | w/c 09/03/26 Weds – DofE Day | w/c 16/03/26 | w/c 23/03/26 | w/c 30/03/26 Fri – Bank Holiday |
| Life Skills (Employability) | Miss Adams | Careers & WOW (Applying for a Job) Understand the steps to getting an interview. Where to look for interviews (Job centre, online job search, agencies) Investigate jobs of interest. | Careers & WOW (Preparing for an Interview) Complete mock Application forms/CV, vocational profile, one page profile /Online profiles/Video CVs | Careers & WOW (Preparing for an Interview) Understanding what will happen at an interview. Typical questions and model answers. Show how to dress for an interview. Understand how to make a good first impression. | Careers & WOW (Interview Role Play) Role play taking part in interviews in class. Students to take turns to interview and be interviewed. | Careers & WOW (Mock interviews) Students to take part in mock interviews, familiar staff, unfamiliar staff, external person. Video sections of interviews. Students not taking part in. interviews can watch videos and offer feedback. | Careers & WOW (Interview Feedback) Review videos and feedback from interviews and discuss what went well and what could be improved. Review learning and complete any outstanding work. |
| Life Skills (Enterprise) | Mr Shepherd and Mr Whelan | Enterprise (Production) Begin to produce products. Finalise design, make | Enterprise (Finance & Purchasing) Begin company accounts. What money will you need to set up the company? | Enterprise (Production) Begin to produce products. Ensure processes work. Ensure materials | Enterprise (Production) Full scale production. Quality control, check are products | Enterprise (Production) Full scale production. Quality control, check are products ready for sale? | Enterprise (Marketing) Begin marketing of product. Produce advertising. Choose where, when and how to sell |

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| | | <p>prototype. Design production process (is it production line or each product made by 1 person)</p> | <p>How will you raise this money (shares, loan, etc.) Order materials and equipment. Research to ensure best price and quality or materials and resources. Stick to a budget.</p> | <p>and equipment works as expected. Make any adjustments. Train team. Assign production roles.</p> | <p>ready for sale?</p> | | <p>product. Set up sales stall in preparation for sales event.</p> |
| Offsite visit | | Farm/Care Home | Yeovil Town Football Club | Police | Cinema | Shop | Catering |
| Maths | Number | Measurement Time , | Measurement Time , | Measurement Time , | Measurement Length and Height , | Measurement Length and Height , | Statistics (2) |
| English | <p>Recount writing/Diary</p>  | <p>Imitate Story map of model text (recount of Joss's role as boss) Key vocabulary and comprehension</p> | <p>Imitate Shadow job role of interest within school. Other internal work experience opportunities Box up text and analysis of key features</p> | <p>Innovate New plan, story map and boxing up of one of the employment areas that have been visited/took part in within school. Shared write.</p> | <p>Innovate Write own innovated version. Peer assessment Teacher assessment – feedback and improvement</p> | <p>Innovate Write own innovated version. Peer assessment Teacher assessment – feedback and improvement</p> | <p>Independent Plan independent recount on one of the employment areas that have been visited. Independent write (some)</p> |
| PE | Miss Adams Target games | Boccia | Kurling | Throwing and catching | Archery | Skittles | Combination of different target skills |

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| RE | Rules in religion and life Mr Crump | Setting the scene Do a class/pairs/individual mind map of rules. Use visuals of class rules to support. Introduce Moses as prophet of the Old Testament | Give background on Moses, the Old Testament and relevance to Jews and Christians Introduce the story of Exodus leading to the 10 Commandments on Mt Sinai Story map/role play/sequence sentences relating to the story | Recap the story of the Israelites leading to the revelation of the 10 Commandments Discuss/look at/consider each commandment in detail Use a writing frame/craft/other scaffold to create a visual of the commandments Compare/contrast with rules in today's society/communities | Use the PP to learn about Tzedakah in Judaism – teaching Jewish people to care for themselves, others and the environment Encourage the young people to explore how they can or do use the principles in their own lives. Reiterate they do not have to be Jewish to develop the characteristics, they are shared by religious and non-religious people. | Young people can make a list of their own 5 rules, compare with school rules, laws, commandments Reflect on/debate which rules are essential for classroom/society/own lives | Refer to back mind map from week one. Encourage young people to reflect on learning journey and demonstrate learning through making additions to mind map. Make a display of classroom/school/life rules |
| RSHE | Careers: Mr Crump | What is manipulation? Explore scenarios to | What does 'being pressurised'? | Understand there are different jobs | Recognise and be able to challenge stereotypes | What personal skills and qualities are required in relation to jobs and work? | What are possible jobs linked to your skills and qualities? |

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| | | <p>develop understanding of what is and isn't manipulation</p> <p>E: I can recognise that manipulation means trying to control someone.</p> <p>D: I can give an example of manipulation and how it makes people feel.</p> | <p>mean including peer pressure?</p> <p>E: I can say what pressure means and give one example.</p> <p>D: I can explain what peer pressure looks like and why it happens.</p> | <p>and different pay.</p> <p>E: I can name different types of jobs and know that people earn money for working</p> <p>D: I can explain that different jobs are paid different amounts.</p> | <p>and family expectations.</p> <p>E: I can recognise that some people have fixed ideas about who should do certain jobs.</p> <p>D: I can explain how stereotypes or family expectations might influence career choices.</p> | <p>E: I can name some skills and qualities that people might need in a job.</p> <p>D: I can explain how different skills and qualities are useful for different types of work.</p> | <p>E: I can identify some of my own skills, strengths, or interests.</p> <p>D: I can link my skills and interests to possible job options.</p> |
| <p>Computing</p> | <p>Mr Whelan Being Safe and Responsible Online</p> | <p>Lesson 1 – Personal Information Online Learning Objective: We are learning what personal information is so that we can recognise</p> | <p>Lesson 2 – Protecting Our Privacy Learning Objective: We are learning simple methods to protect our personal information so that we can</p> | <p>Lesson 3 – Why Security Features Matter Learning Objective: We are learning what security features are so that we understand how they protect our</p> | <p>Lesson 3 – Why Security Features Matter Learning Objective: We are learning what security features are so that we</p> | <p>Lesson 4 – Setting up Authentication Learning Objective: We are learning how to set up authentication methods so that only we can access our devices and accounts.</p> | <p>Lesson 5 – Using Security Features Safely Learning Objective: We are learning how to use security features correctly so that our devices and accounts remain safe.</p> |

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| | | <p>what should and should not be shared online.</p> <p>Summary: Discussion of examples (name, address, passwords, photos). Young people sort safe vs unsafe information.</p> | <p>stay safe online.</p> <p>Summary: Strategies include using nicknames, checking privacy settings, logging out. Young people role-play safe vs unsafe choices online.</p> | <p>devices and accounts.</p> <p>Summary: Introduction to authentication (passwords, PINs, biometrics). Young people discuss how these stop other people from getting in.</p> | <p>understand how they protect our devices and accounts.</p> <p>Summary: Introduction to authentication (passwords, PINs, biometrics). Young people discuss how these stop other people from getting in.</p> | <p>Summary: Young people practise setting up PINs or passwords on demo devices/accounts. Teacher reinforces importance of not sharing.</p> | <p>Summary: Young people practise logging in and out safely. They review common mistakes (sharing passwords, leaving devices unlocked).</p> |
| Science | Working towards goals | <p>Demonstrate an awareness of the skills and qualities needed for success in work and life. - Recognise their skills, qualities and interests.</p> | <p>Demonstrate an awareness of the skills and qualities needed for success in work and life. - Identify their strengths and say what they could improve</p> | <p>Demonstrate an awareness of how to identify goals. - Identify some short-term goals they would like to work towards.</p> | <p>Demonstrate an awareness of how to identify goals. - Agree a goal with an appropriate person</p> | <p>Follow steps to achieve a personal goal. - Say who will support them to work towards the agreed goal.</p> | <p>Follow steps to achieve a personal goal. - Carry out given activities to work towards the agreed goal and identify what has been achieved.</p> |

