

Medium Term Planning - Class 3 - 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	
Key events								
Offsite Visit	Shopping and Money Management	Oak Furnitureland - Wednesday 9 th September	Morrisons - Wednesday 16 th September	Primark/M&S - Wednesday 23 rd September	Quedam Shopping Centre/Town Centre - Wednesday 30 th September	B&M - Wednesday 7 th October	Tesco - Wednesday 14 th October	We
Life Skills	Shopping and Money Management	Exploring different types of stores and preparing for a shopping trip	I can navigate a shop and find items from a shopping list	I can compare prices within stores	I can understand the purpose of different shops	I can explore packaging dates, why we have them and what they mean	I can problem solve if an item is unavailable	op oi ne
Maths	Number and Geometry Life Skills money management objectives woven through number unit.	Number - Place Value	Number - Place Value	Number - Place Value	Number - Place Value	Geometry - Shape	Geometry - Shape	Co
English Grammar and Reading Focus	Story Writing The Lemonade War	Immerse Read title, blurb. Discuss title and	Imitate Listen to the story. Sequence the story. Story map to recall the story.	Imitate Listen to the story. Sequence the story. Story map to	Imitate Listen to the story. Sequence the story. Story map to recall	Innovate Independent application	Innovate Independent application	I a

		illustration and make suggestions as to what the story could be about. Listen to story.	Retell the story following a story map.	recall the story. Retell the story following a story map.	the story. Retell the story following a story map.	(Write a new version of the story)	(Write a new version of the story)	(
Phonics and/or Spelling Focus	Spelling Focus	Integrated focus linked to Life Skills theme: Spelling first name and surname. Adding -er, -est to adjectives Grammar Focus: capital letters, full stops, commas, adjectives, synonyms, antonyms, joining clauses, coordination, subordination, compound sentences						
PE	Miss Adams Multi skills Personal, cognitive, physical	Static balance - explore staying still using different body parts	Dynamic Balance - Maintain balance whilst moving	Spatial Awareness - Changing speed and direction	Underarm throwing - throw objects into targets	Tracking and catching Track, track and stop, catch a moving object	Skill integration - combining basic tracking, throwing and movement	
RE	Religious Celebrations	Events for celebrations	Allergies, matching religions to food rules	Plan an event for a religious celebration	Create a shopping list	Cost up online	Shop in the world food aisle what can you find relating to religions	Co
RSHE	KS3: Families	Circle time and pre-unit assessment	I know what the characteristics of a healthy family life are and how families are diverse and unique.	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 new relationships	I can explain what parents/carers roles and responsibilities are.	I wh re an I
	KS4: Respectful Relationships and Families	Circle time and pre-unit assessment	I can explain what self-esteem is, why it is important and how it contributes	I can explain effective ways to end a relationship.	I can explain ethical behaviours that work alongside	I can explain how stereotypes link with	I can explain how pornography can negatively influence sexual	re

			to healthy, respectful relationships.		consent including, kindness, care, needs and vulnerabilities.	inequalities of power and impact behaviour within relationships, including misogyny, and other prejudices.	attitudes and behaviours, including normalising harmful, disempowering sexual behaviours.	i un se e v i
Computing	Using technology safely and appropriately	Turning a computer on and off safely, including logging on <i>We are learning to turn a computer on and off safely so that we can use technology without breaking it. Adults model a simple visual sequence: power on, wait, log on, finish work and shut down. Young</i>	Opening and closing a laptop carefully <i>We are learning to open and close a laptop carefully so that the screen does not get damaged. Young people explore a laptop with adult modelling, identifying the base, screen and hinge. They practise placing it on a stable surface and opening and closing it slowly with two hands. Safe and unsafe examples are reinforced through photographs,</i>	Carrying IT equipment safely <i>We are learning to carry IT equipment safely so that we do not drop or break it. Adults demonstrate preparing a clear route, closing the device and carrying it with two hands. Young people practice moving equipment over a short, familiar route, using a trolley or adult help where appropriate.</i>	Plugging in and unplugging devices safely <i>We are learning to plug in and unplug devices safely so that we keep ourselves and the equipment safe. Young people identify plugs, leads and matching device ports before watching an adult model the safe routine. Using low-risk equipment and close supervision, they practice holding the plug rather than</i>	Recognising fragile parts of technology <i>We are learning to recognise fragile parts of technology so that we handle them with care. Young people inspect familiar equipment and locate screens, cameras, hinges, ports, buttons and cables. They sort real objects, photographs or symbols into parts that</i>	Keeping food and drinks away from technology <i>We are learning to keep food and drinks away from technology so that devices do not get damaged. Young people help to set up a safe technology workspace and place food and drinks in an agreed separate area. They respond to simple spill scenarios by stopping, moving away from the device and telling an adult. Matching or practical</i>	For co te ro We le fo te ro th us wi in in Yo re ha sk a vi ch Th wo ha ca de

		people practice each step using their preferred communication method and the level of support that is right for them. They finish by choosing or showing the safe way to close a session.	symbols, gesture or spoken choices.	They then identify safe carrying choices in practical or picture-based scenarios.	pulling the cable and asking an adult when unsure. A short sorting task reinforces safe and unsafe actions.	need gentle handling and parts that are more robust. They practise using a gentle touch and placing equipment safely on a clear surface.	choices are used to check understanding.	on br sh sa re co ph ac in st de by le
Science	Working as Part of a Group	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.			(a
Art	Exploring use of pencil and charcoal	Exploring the feel and difference between using pencil and charcoal	Practice techniques/Planning Practice techniques and plan required resources	Planning/Create Plan resources and methods and begin creating	Create Reflect on their previous work and what they need to do next	Create Reflect on creation and what needs to be done to finalise their work	Evaluate What do they like/not like on their work? What would they change next time?	a
Music	Mr Crump Body percussion	Hook: Explore preferences by listening	Research and experiment:	Imitate and innovate: join	Innovate: pairs to work on their	Refine: listen to recording	Evaluate: what have we learnt?	

	and composition	to and rating by preference a range of music genres	Watch series of videos and tutorials on body percussion. Try holding simple rhythm using different	in tutorials and replicate rhythms and sounds: change sounds by changing body percussion	own 4 beat rhythms using chosen body percussion. Rehearse and record	with layers of sounds from different groups. What works and what can be adjusted? Re- record	What skills and knowledge have we progressed? What has worked well?
Enrichment	Performing Arts Miss Adams	Connection and space	Emotions and expression	Sensory storytelling	Physicality and tableaux freeze frame	Role play and social mime	Ensemble performance