

## Medium Term Planning – Class 8 – Term Spring 2 2026

	Overview/ Topic	Week 1 WC 23.02.26	Week 2 02.03.26	Week 3 09.03.26	Week 4 16.03.26	Week 5 23.03.26	Week 6 30.03.26
Key events		<b>Inset – 27.02.26</b>					Bank Holiday 03.04.26
<b>Maths</b>	<b>Measurement and Statistics</b>	<b>Measurement Time</b>	<b>Measurement Time</b>	<b>Measurement Length and perimeter</b>	<b>Measurement Length and perimeter</b>	<b>Statistics Data handling</b>	<b>Statistics Data handling</b>
<b>English</b>	<b>Diary Writing</b>  <b>Focus text – Red Riding Hood (2011)</b>  <u><a href="#">Diary writing - English - Learning with BBC Bitesize</a></u>	Functional Skills – Mon – No lesson Tue – Revisit skills Weds – FS Reading Thur - FS – Writing  <b>Year 9 – Objective: We are aware of the features of an effective diary.</b>  Tuning into the text (recount). Young people are introduced to 4 different diary introductions. Focussing on	<b>Objective: We can internalize and sequence events in chronological order.</b>  Hook – After being presented with a range of objects, Young people investigate their significance to the model text.  Recall – Young people recall the traditional fairytale 'Little Red Riding Hood',	Functional Skills – Mon & Tues – EL1 – 3 S&L Mon, Tues, Thurs, Fri – L1 / L2  <b>Year 9 – Objective: We can identify and modify root words, prefixes and suffixes.</b>  Draw a map of Red Riding Hood's journey through the woods to her grandmothers. Label actions and emotions	<b>Objective: We can use boxed- up planning to innovate a model text.</b>  Role play and interview characters from the story. Young people ask questions to gather key information to use in a boxed-up plan to innovate the model text.  Shared writing of innovated diary, before young people innovate independently.	<b>Objective: We can independently recount events through creating a diary for a main character.</b>  Use story map to recall the story. Mind map main character's emotions, actions / reactions, senses.  Use boxed-up planning to build a diary entry for Red Riding Hood, capturing the mature tone of	<b>Objective: Share completed diaries from last week.</b>  Complete pre- unit assessments ahead of new unit. Focus on adapting first- person diaries to third-person reporting.  Update spelling and reading lists, as well as comprehension work completed in week 4.

		<p>content and expression, Young people suggest the features that make effective and ineffective diaries.</p>	<p>creating a class story map.</p> <p>Immerse – Young people are read extracts from the reimaged tale and adapt class story map.</p> <p><b>Level 1 and 2 –</b> Read a model text and identify:</p> <ul style="list-style-type: none"> <li>• first-person narrative voice (<i>I, my, we</i>)</li> <li>• past-tense verbs</li> <li>• informal or expressive language showing personal feelings</li> <li>• time markers (<i>first, later, after that, eventually</i>)</li> <li>• typical diary layout (date, opening, reflection).</li> </ul>	<p>throughout the journey using root words, prefixes and suffixes.</p> <p>Thurs and Friday: <b>Objective: We can identify paragraph signposts when boxing-up the features of a model text.</b></p> <p>Young people use a model text of grandmother’s diary to box up features / features of each paragraph (L3).</p> <p><b>Level 1 and 2 –</b> Use a boxing-up grid to break the model into sections: <i>opening → events → feelings → reflection → ending.</i> Innovate by changing:</p> <ul style="list-style-type: none"> <li>• emotional reactions</li> </ul>	<p><b>Reading activities linked to comprehension / reading EFL.</b></p> <p><b>Level 1 and 2 – L1:</b></p> <ul style="list-style-type: none"> <li>• Use correct grammar (subject–verb agreement, tense)</li> <li>• Spell common words correctly</li> <li>• Use punctuation correctly (capitals, full stops, question marks, exclamation marks)</li> </ul> <p><b>L2:</b></p> <ul style="list-style-type: none"> <li>• Use complex sentences</li> <li>• Use a range of punctuation, including commas for clarity and apostrophes accurately</li> <li>• Produce writing that is coherent, detailed and</li> </ul>	<p>the modern reimaged version.</p> <p><b>Level 1 and 2 –</b> Use a functional writing plan, including:</p> <ul style="list-style-type: none"> <li>• purpose</li> <li>• audience</li> <li>• tone</li> <li>• key events in order</li> <li>• personal responses and reflections</li> </ul> <p>Write a full diary entry featuring:</p> <ul style="list-style-type: none"> <li>• chronological events</li> <li>• thoughts/feelings/opinions</li> <li>• final reflection</li> </ul> <p>Edit work using Level-appropriate checklists.</p>	
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				<ul style="list-style-type: none"> <li>the sequence of events</li> <li>vocabulary choices (synonyms, stronger verbs)</li> </ul> Substitute key parts of the original text with new ideas while keeping structure (Level 1) or manipulating tone, pacing and detail for effect (Level 2).	logically organised		
<b>Science</b>	<b>OCR Entry Level Science</b>	P1 Getting the message - Using waves to communicate/Flying start challenge	P1 Getting the message - Using waves to communicate/Flying start challenge	P1 Getting the message - Using waves to communicate/Flying start challenge	B3 Control Systems - Control systems of the human body/Flying start challenge	B3 Control Systems - Control systems of the human body/Flying start challenge	B3 Control Systems - Control systems of the human body/Flying start challenge
<b>Humanities</b>		<b>Lesson 1 – When does rain become dangerous?</b>  <b>We are learning to understand how heavy rain can cause flooding so that we know when weather can become</b>	<b>Lesson 2 – Who gets hurt when rivers overflow?</b>  <b>We are learning to identify who and what is affected by flooding so that we understand how floods</b>	<b>Lesson 3 – What can we learn from past flooding?</b>  <b>We are learning to explore past flooding events so that we can understand how communities respond and</b>	<b>Lesson 4 – How do we fight back against floods?</b>  <b>We are learning to explore different flood defences so that we understand how people try to protect</b>	<b>Lesson 5 – How can we become flood heroes?</b>  <b>We are learning to prepare for flooding emergencies so that we know how to stay safe and help others.</b>	<b>Lesson 6 – How can we reduce flood risks in the future?</b>  <b>We are learning to suggest ways to reduce flood risks so that communities can be better</b>

		<p><b>dangerous for people and places.</b></p> <p>Lesson summary: Young people explore the difference between normal rainfall and flooding by testing how water behaves on different surfaces such as soil, sand, grass and concrete. Through hands-on experiments, they observe absorption and run-off and link this to why some places flood more easily than others.</p>	<p><b>impact communities.</b></p> <p><b>Lesson summary:</b> Using video clips and images of real flood events, Young people identify visible and less obvious impacts of flooding. They sort examples into categories (people, animals, buildings, services) and discuss hidden consequences such as disrupted services, illness, and damage to livelihoods, building empathy and real-world understanding.</p>	<p><b>prepare for floods.</b></p> <p><b>Lesson summary:</b> Young people investigate major Somerset flooding events from history, focusing on what happened, how people responded, and whether communities were prepared. They work together to create a large visual timeline showing key floods and lessons learned from each event.</p>	<p><b>communities from flooding.</b></p> <p><b>Lesson summary:</b> Young people learn about local flood defences such as the Bridgwater Tidal Barrier, river walls, sandbags and natural defences. They compare these with international examples and then design and test their own miniature flood defence models to see which are most effective.</p>	<p><b>Lesson summary:</b> Young people explore what people should take if they need to evacuate quickly. They compare emergency kits from the UK, Bangladesh and the Netherlands, then design their own flood emergency kit and help create a simple evacuation plan for the school.</p>	<p><b>protected in the future.</b></p> <p><b>Lesson summary:</b> Young people reflect on everything they have learned and suggest ways individuals, communities and governments can reduce flood risks. This may include better planning, natural defences and preparedness. The unit can end with presentations, posters or model displays to consolidate learning.</p>
<p><b>Life Skills Mr Young</b></p>	<p><b>Employability</b></p>	<p><b>I can say what I am good at or find difficult.</b></p> <p><b>I can identify my own strengths and</b></p>	<p><b>Careers &amp; Jobs (Linked to Trips and Visits)</b></p> <p>Doing linking activity between workplaces and</p>	<p><b>Careers &amp; Jobs (Learning about jobs at school)</b></p> <p>Investigate jobs at school- How many different roles are there?</p>	<p><b>Careers &amp; Jobs (Learning about jobs on visits)</b></p> <p>Whilst on visits consider who is at work?</p>	<p><b>Careers &amp; Jobs (Recap &amp; ideas about own jobs)</b></p> <p>Learn about skills and qualities. Match their own</p>	<p><b>Consolidation and reflection:</b></p> <p>how has key learning impacted/ influenced/ consolidated future planning?</p>

		<p><b>weaknesses and plan how to improve</b></p> <p>New years resolutions. Reflect on their strengths and areas for development and create a plan of how to make these improvements.</p>	<p>jobs who works where? How do we know someone is at work? Activity linked to uniforms, extension of this could be safety uniform or personal protective equipment. Why do they wear this? Introduction to topic.</p>	<p>Where do they work? Who could help me with this activity? As well as staff you could include asking young people currently doing work experience on and offsite.</p>	<p>What job do they do? This could be a game where you have to spot people doing different things- Can you see someone helping? Can you see someone serving a customer? Can you see someone delivering something? This could be an activity where you spotted activities that you then do further research and learning about at school. You could also ask these questions live whilst out on your visit. This activity could be repeated each week on each different visit to see and learn</p>	<p>skills and qualities to future job role ideas. Consider how work makes up part of adult life. What else would you like to do? How much time will you spend doing all the activities that make up adult life? Having investigated lots of jobs at school and on visits what jobs are young people interested now. Young people should be able to show a preference to a job they have seen. Can they link what they are good at to what they might like to do.</p>	
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					<p>about the widest range of jobs possible.</p> <p>Sometimes young people don't know what they do or don't want until they see it.</p> <p>You could also use videos here if there are jobs young people are interested here that they can't visit.</p>		
<b>RSHE</b>	<b>Respectful Relationships and Consent (within relationships)</b>	<p>What are the legal rights and responsibilities regarding equality (equality act 2010)?</p> <p>Understand that everyone is unique and equal.</p>	<p>What are the types of behaviour within relationships are illegal? Including violent behaviour and coercive control.</p>	<p>What constitutes sexual harassment and sexual violence? Understand these are always unacceptable.</p>	<p>What constitutes sexual harassment and sexual violence? Understand these are always unacceptable.</p>	<p>How do stereotypes based on sex, gender, race, religion, sexual orientation or disability cause damage?</p>	<p>How might stereotypes normalise non-consensual behaviour or encourage prejudice?</p>
<b>RE</b>	<b>Rules. Religion, society</b>	<p><b>Mitzvot:</b> look at the commandment and consider which are positive/negative. Can we rewrite in positive? What</p>	<p><b>The 10 Commandments:</b> consider where the commandments are believed by Jewish and Christian communities to</p>	<p><b>Compare Tzedakah &amp; commandments to Dharma (Hinduism) and</b></p>	<p><b>Compare Tzedakah &amp; commandments to humanism &amp; atheism</b></p>	<p>World War 2</p> <p>Listening to first hand accounts from survivors of concentration camps, how do we think they were able to keep</p>	<p><b>World War 2</b></p> <p>Students explore three roles:</p> <p><b>Perpetrators</b> – those who caused harm,</p>

		positive rules would be key in modern society	have come from. What adjustments could be made to match modern society and rules	<b>Noble Path (Buddhism)</b>	Why should we help people?  Reminder of Humanism and Atheism, what the difference is  Give different scenarios: what would each person do?	their faith? What do the survivors themselves say?	<b>Bystanders</b> – those who did nothing and  <b>Upstanders</b> – those who helped or resisted
<b>Art</b>							
<b>PE</b>	<b>Invasion Games</b>	Invasion Games Hockey  Basic Stick/ball skills – control, push pass – unopposed situations	Invasion Games Hockey  Basic Stick/ball skills – control, push pass in opposed situations (minimal pressure, attacking overload)	Invasion Games Hockey	Invasion Games Rugby  Basic ball handling skills – catching, passing – unopposed situations	Invasion Games Rugby  Basic ball handling skills – catching, passing – Passing backwards, supporting the ball carrier in unopposed & opposed situations (minimal pressure, attacking overload)	Invasion Games Rugby  Basic ball handling skills – catching, passing – Passing backwards, supporting the ball carrier in opposed situations

<b>Life Skills</b>		<b>No lesson Inset</b>	<b>Whole school Art project-</b> Introduction to printing a union flag image. Why we are doing this and the tools we will use	<b>Whole school Art project-</b> Planning and creating the stencils to create the union flag image	<b>Whole school Art project-</b> Using stencils to print a section of the union flag image to combine with other Young people in the school	<b>No lesson River Lyde Humanities trip</b>	<b>No lesson Bank holiday</b>
<b>Creative Media</b>	<b>Digital Books and Storytelling</b>	<b>Lesson 1: Making Our Digital Book</b>  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.	<b>Lesson 2: Making Our Digital Book</b>  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.	<b>Lesson 3: Making Our Digital Book</b>  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.	<b>Lesson 4: Making Our Digital Book</b>  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.	<b>Lesson 5: Sharing Our Stories</b>  Learning Objective: We are learning to share our stories so that we can celebrate our work. Young people read their digital stories to a partner or small group. Save stories to a digital folder for pupil portfolios.	<b>Lesson 6: Sharing Our Stories</b>  Learning Objective: We are learning to share our stories so that we can celebrate our work. Young people read their digital stories to a partner or small group. Save stories to a digital folder for pupil portfolios.