

	Overview/	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	
	Topic	WC	10.11.25	17.11.25	24.11.25	01.12.25	08.12.25	15.12.25	
		3.11.25							
Key events									
Maths	Number	Number	Number	Number	Number	Measurement	Measurement	Measurement	
		Addition and	Addition and	Addition and	Addition and	Money	Money	Money	
	Measurement	subtraction	subtraction	subtraction	subtraction				
English	Simon vs. the	Immerse.	Immerse	Immerse	Innovate —	Innovate —	Invent –	Last week —	
	Homo Sapiens								
	Agenda Online	Careers link —	Receive a letter from	Using a model	Continue reading	Hot seat key	Boxed-up	Finish	
		What careers	Jacques to the	letter and	the book and watch	characters to	plan.	watching the	
	Letter writing.	are within	Fairmead Advice	scaffolding,	the first part of the	explore	V	film and write	
		journalism?	Column.	Young people imitate a	film.	emotions and	Young people receive an	book reviews.	
		Explore some roles and		letter from	Compare	motivations.	influx of		
		complete fact	Read the first part of	Jacques to	similarities and		letters	Final	
		files.	the book and story	Blue — writing	differences between	Write a shared	requiring the	assessments of	
		Jues.	map.	to the	the text and the	class letter from	advice of the	skills covered /	
		Introduce	·	Fairmead	film.	the Fairmead	team.	spelling and	
		Young people	Young people create	Advice	J	Advice Column,		reading list	
		to the	their own alternative	Column.	Explore key themes	with groups	Young people	updates.	
		'Fairmead	identity and practice		and compare with	taking on	are provided		
		School Advice	writing / acting in	Create a class	The Boy in the	different	with different	Close the	
		Column'.	that style.	toolkit poster.	Striped Pyjamas	aspects of the	levels of	Fairmead	
		Explore the			(previous text).	letter (e.g.	incoming	Advice Column	
		set-up and	Examine the letter	Writing –		structure,	letters and	- employee of	
		roles to be	Simon sends to Blue,	Blue -Use a	Young people are	introduction,	work to reply	the month	
		designated.	extracting key	range of	paired and write	closing	to the letters	awards.	
		Look at a	features and	effective	either from the	paragraph).	using adapted		
		range of	structures. Extract	punctuation, including	perspective of a character in the		frames / templates.		
		teenage	information for	commas.	book or from the	Writing –	templates.		
		'agony aunt'	working wall. Deepen	Orange —	advice column,	Blue — Time	Writing –		
		columns.	understanding of each	Annotate	using planning	adverbials.	Consolidate		
			key feature.	Jacque and	frames and		skills		

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Young people		Blue's emails,	sentence starters.	Orange — Look	practised over	
look at a	Adapted tasks to	creating a	Peer feedback and	at last week's	the term for a	
range of	meet EL1 – L2.	clear	redrafting.	work and	final piece.	
problems		understanding	Focus on clarity,	compare with	Orange —	
submitted and	Focus on narrative	of the	voice, and	Level 1 and 2	Consolidate	
offer	voice,	structure and	structure.	exemplars.	skills	
solutions.	characterisation, and	purpose of		Young people	practised over	
	tone.	each.	Writing –	make edits.	the term for a	
Create a		Look at	Blue — Fronted		final piece.	
working wall	Shared reading and	language and	adverbials.	Reading —		
of sentence	annotation of selected	how it is used	Orange — Writing	Blue — Reading		
starters and	chapters.	for audience	for purpose. Focus	and identifying	Reading —	
vocabulary.	Vocabulary building	and purpose.	on expressing	text for	Blue -	
	and comprehension	Write to a	feelings clearly and	different	Understand	
Predictions.	activities.	given length.	respectfully,	purposes	organisational	
			keeping in mind the	Orange —	features and	
	Create a toolkit for	Reading —	tone and audience.	Reading and	use them to	
	effective letter writing.	Blue – Order		identifying text	locate	
		alphabetically	Reading —	for different	relevant	
	Writing -	using the first	Blue - Extending	purposes.	information	
	Blue — Identify	two letters /	skills encountered		(e.g. contents,	
	statements /	Understand	this term this far.		index, menus,	
	commands /	root words,	Orange — Extending	Speaking and	tabs and	
	exclamations and	prefixes and	skills encountered	listening –	links)	
	questions.	suffixes to	this term this far.	Present	Orange —	
	•	understand		different	Compare	
	Look at exemplar	the meaning	Speaking and	character's	information,	
	Entry Level 3 letters.	of new words.	listening –	feelings and	ideas and	
	Orange — Identify,	Orange —	Speaking and	emotions,	opinions in	
	write and punctuate,	similes and	listening –	providing	different	
	simple, compound and	metaphors.	1 day allocated to	reasons.	texts,	
	complex sentences.		practicing skills in		including how	
	Look at exemplar	Speaking and	line with young		they are	
	Level 1 and 2 letters.	Speaking and listening –	people' individual FS expected levels.		conveyed.	
		1 day	1.5 expected levels.		Speaking and	
	Reading	allocated to			listening —	
	Blue — Understand	practicing			ustering –	
	organisational	practicity				

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			markers in short straight forward texts. Orange — Reading images. Young people look at how text can be enhanced by the use of images. Speaking and listening — Drama activity based on the book. (Reenact the first part).	skills in line with young people' individual FS expected levels.			Young people who are ready — submit Speaking and Listening exercise ahead of paper examinations next term.		
Science	OCR Entry Level science	C8 Heavy metal - Reactivity and the extraction and recycling of metals — properties of metals	C8 Heavy metal - Reactivity and the extraction and recycling of metals — uses of metals	C8 Heavy metal - Reactivity and the extraction and recycling of metals — extraction of metals	P5 Let there be light - Renewable and non-renewable energy sources - The use of fossil fuels and the products of its combustion	P5 Let there be light - Renewable and non-renewable energy sources - renewable energy sources	P5 Let there be light - Renewable and non- renewable energy sources — the properties of waves	Consolidation	
Humanities	Geography: Town centre decline and regeneration	Lesson 1: What is a town centre and why is it important? Objective: We are learning what a town centre is so that we can understand its role in the	Lesson 2: What is decline in a town centre? Objective: We are learning what decline in a town centre means so that we can recognise its signs in our own town. Critical Question: How can you tell if a	Lesson 3: Why do town centres decline? Objective: We are learning why some town centres decline so that we can understand	Lesson 4: What is regeneration and how can it help? Objective: We are learning what regeneration means so that we can see how towns can be improved. Critical Question: How can we make	Lesson 5: How is Yeovil trying to regenerate its town centre? Objective: We are learning about Yeovil's regeneration plans so that we can see local changes in our town.	Lesson 5: How is Yeovil trying to regenerate its town centre? Objective: We are learning about Yeovil's regeneration plans so that we can see	Lesson 6: Planning for our Yeovil Town Centre Visit Objective: We are learning how to identify decline and regeneration so that we can record these	

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		local	town centre is	the challenges	a town centre	Critical	local changes	during our	
		community.	declining?	Yeovil faces.	better?	Question: What	in our town.	visit to Yeovil.	
		_	-	-		changes are			
		Critical	Activities: Discuss	Critical	Activities: Define	happening in	Critical	Critical	
		Question:	empty shops,	Question:	regeneration with	Yeovil now?	Question:	Question:	
		Why do	boarded-up windows,	What causes	simple examples		What	What should	
		people need	and reduced footfall.	shops and	(cleaning streets,	Activities:	changes are	we look for	
		town centres?		businesses to	new shops,	Examine	happening in	when we visit	
			Use a photo pack of	close?	community spaces).	images/news	Yeovil now?	Yeovil?	
		Activities:	Yeovil with evidence			about Yeovil's			
		Discuss what	of decline to circle	Activities:	Look at Yeovil's	regeneration	Activities:	Activities:	
		shops and	and label examples.	Discuss	regeneration plans	projects.	Examine	Create a	
		services young	·	reasons	(Yeovil		images/news	checklist of	
		people use in	Compare with images	(online	Refresh/Bandstand).	Simple map	about Yeovil's	things to spot:	
		Yeovil.	of a busy town	shopping, out-		activity: mark	regeneration	empty shops,	
			centre.	of-town	Young people	areas with	projects.	new shops,	
		Look at		shopping, high	design a poster	planned		signs of	
		photos of		rents).	"My ideas to make	changes (e.g.,	Simple map	construction,	
		Yeovil town			Yeovil better."	Glovers Walk,	activity: mark	community	
		centre past		Simple case		bus station).	areas with	art.	
		and present.		study: The			planned		
				Quedam		Discuss which	changes (e.g.,	Role-play	
		Create a mind		Centre vs.		changes young	Glovers Walk,	questions they	
		map of		internet		people think	bus station).	might ask	
		reasons		shopping.		will help most.		during the	
		people visit					Discuss which	visit.	
		town centres.		Young people			changes		
				write/draw "A			young people	Discuss safety	
				day in Yeovil			think will help	and behaviour	
				without			most.	expectations	
				shops."				for the trip.	
Computing	Creating and	Lesson 1 –	Lesson 2 — Adapting	Lesson 2 –	Lesson 2 –	Lesson 3 -	Lesson 3 -	Lesson 4 –	Lesson 4 –
	Editing	Understanding	Layout for an	Adapting	Adapting Layout	Applying	Applying	Reviewing and	Reviewing and
		Layout	Audience	Layout for an Audience	for an Audience	Layout	Layout	Improving	Improving
		Conventions	Learning Objective: We are learning how		Learning Objective: We are learning	Conventions in Practice	Conventions in Practice	Layouts	Layouts
		Learning Objective:	to adapt layout so	Learning Objective:	how to adapt	Learning	Learning	Learning Objective:	Learning Objective:
		We are	that our information	We are	layout so that our	Objective:	Objective:	We are	We are
		vve are	that our injormation	vve are	lagour so that our	Objective:	Objective:	vve are	vve are

RIVE AD SCA

		learning what	is suitable for the	learning how	information is	We are	We are	learning how	learning how
		layout	audience we are	to adapt	suitable for the	learning how to	learning how	to check and	to check and
		conventions	addressing.	layout so that	audience we are	use layout	to use layout	improve	improve
		are so that we	Summary: Young	our	addressing.	conventions in	conventions	layouts so that	layouts so that
		can choose	people compare	information is	Summary: Young	our own work	in our own	our work looks	our work looks
		the right	formal vs. informal	suitable for	people compare	so that our	work so that	professional	professional
		format for our	layouts (school	the audience	formal vs. informal	information is	our	and	and
		work.	newsletter vs.	we are	layouts (school	clear and	information is	communicates	communicates
		Summary:	birthday invitation).	addressing.	newsletter vs.	effective.	clear and	clearly.	clearly.
		•	Dirthady invitation).	9		33			
		Young people		Summary:	birthday invitation).	Summary:	effective.	Summary:	Summary:
		explore		Young people		Young people	Summary:	Young people	Young people
		examples		compare		create a short	Young people	peer-review	peer-review
		(letters,		formal vs.		document using	create a short	and edit their	and edit their
		posters,		informal		the correct	document	documents.	documents.
		slideshows).		layouts		layout for a	using the	Teacher	Teacher
		Identify		(school		given purpose	correct layout	models	models
		features like		newsletter vs.		(e.g., job	for a given	improvements	improvements
		headings,		birthday		advert).	purpose (e.g.,		
		spacing,		invitation).			job advert).		
		images.							
RSHE		What is	What is the	How can we	How can you	What are the	What are	How	
		mental 	vocabulary associated	recognise	evaluate the impact	practical ways	practical	mindfulness	
		wellbeing?	with body sensations	signs of	of your actions on	to improve	ways to	can support	
			and emotions?	negative	your mental	mental	improve	positive mental	
			(sensitive/accurate	mental	wellbeing?	wellbeing?	mental	health.	
			vocabulary)	wellbeing		(social	wellbeing?		
				including self-		interactions,	(physical		
				harm in		relationships) (5	activities,		
				ourselves and		ways to	diet) (5 ways		
				others?		wellbeing)	to wellbeing)		
RE	Symbolism	What is it like	What is it like to be	How are	What is Shema and	Why is family	What is	What is	
	and Judaism	to be a	Jewish in a different	humanist and	why is it important	and community	Shabbat?	Hannukah	
		teenage Jew	country?	Jewish homes	to Jewish people?	important to			
		in Britain?		different?		Jewish people?			
PE		Net/Wall	Net/Wall Games	Net/Wall	Net/Wall Games	Net/Wall	Net/Wall	Net/Wall	
		Games		Games		Games	Games	games	
		Badminton	Badminton	Short Tennis	Short Tennis		Volleyball	Volleyball	

ALL SCHOOL SCHOO

						Seated			
						Volleyball			
Life Skills	Unit 3 Road	Lesson 1.	Lesson 2. Safe	Lesson 3.	Lesson 4. Practical	Lesson 4.	Lesson 5.	Lesson 6.	
_90 0	Safety and	Introduction	Crossing Techniques	Planning a	Crossing Practice	Practical	Road Safety	Assessment	
	Crossing	to Road	We are learning how	Local Route	We are learning	Crossing	Poster	and Reflection	
	Roads Safely	Safety	to cross roads safely	We are	how to cross roads	Practice	Creation We	We are	
	Routes Sujety	We are	so that we can keep	learning how	safely so that we	We are	are learning	learning how	
		learning how	ourselves safe when	to cross roads	can keep ourselves	learning how to	how to cross	to cross roads	
		to cross roads	walking in the	safely so that	safe when walking	cross roads	roads safely	safely so that	
		safely so that	community.	we can keep	in the community.	safely so that	so that we	we can keep	
		we can keep	J	ourselves safe		we can keep	can keep	ourselves safe	
		ourselves safe	Practise the Green	when walking	Supervised	ourselves safe	ourselves safe	when walking	
		when walking	Cross Code using role-	in the	practical road	when walking in	when walking	in the	
		in the	play.	community.	crossing on school	the community.	in the	community.	
		community.	Watch videos or		grounds or nearby		community.	· · · · · · · · · · · · · · · · · · ·	
			use visuals to learn	Identify a	safe area.	Supervised		Quiz or	
		Discuss	correct crossing steps.	safe walking		practical road	Create	practical	
		why road		route in the		crossing on	posters	demonstration	
		safety is		local area.		school grounds	showing safe	of crossing	
		important.		Use maps		or nearby safe	crossing rules.	safely.	
		Identify		and photos		area.		Reflect on	
		types of		for		ar ou.		why road	
		crossings		familiarisation.				safety is	
		(zebra,		jantita isation.				important.	
		pelican,						iniportanti.	
		lollipop).							
Creative	Unit 2 Digital	Lesson 1:	Lesson 2: Exploring	Lesson 3:	Lesson 4: Adding	Lesson 4:	Lesson 5:	Lesson 5:	Lesson 6:
Media	photography,	Introduction	Colour and Filters	Cropping and	Text and Simple	Adding Text	Creating a	Creating a	Photo
Media	editing and	to Photo		Framing	Effects	and Simple	Photo Gallery	Photo Gallery	Exhibition and
	filters	Editing	Learning Objective:			Effects	3		Reflection
	J		We are learning how	Learning	Learning Objective:		Learning	Learning	,
		Learning	to use colour and	Objective: We	We are learning to	Learning	Objective: We	Objective: We	Learning
		Objective: We	filters so that we can	are learning	add text and simple	Objective: We	are learning	are learning to	Objective: We
		are learning	create different moods	how to crop	effects so that we	are learning to	to organise	organise our	are learning to
		to explore	in our photos.	photos so that	can personalise our	add text and	our edited	edited photos	share our
		photo editing	Discuss how colours	we can	photos.	simple effects so	photos so	so that we can	edited photos
		so that we	affect mood (e.g.,	improve how	F	that we can	that we can	prepare them	so that we can
		can change	warm vs cool colours).					for sharing.	3 3 3 3 3 3 3 4 7
			1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1		I			J - · · · · · · · · · · · · · · · · · ·	

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	the look of	Young people take 3	our photo	Demonstrate	personalise our	prepare them	Young people	celebrate our
	our photos	photos and apply	looks.	adding text,	photos.	for sharing.	select their	creative work.
	creatively.	different filters to see	Demonstrate	stickers, or frames.	Demonstrate	Young	best 5 edited	Young people
	Discuss what	changes.	cropping to	Young people add	adding text,	people select	photos.	present their
	photo editing		remove	captions or titles to	stickers, or	their best 5	Arrange	photo galleries
	is and look at		distractions	at least 3 photos.	frames.	edited photos.	photos in a	to the class.
	before-and-		and improve	-	Young people	Arrange	digital	Young people
	after		focus.		add captions or	photos in a	slideshow or	reflect: "Which
	examples.		Young people		titles to at least	digital	Google Slides	edit are you
	Demonstrate		crop 3-5		3 photos.	slideshow or	for easy	most proud
	adjusting		photos they			Google Slides	sharing.	of? What did
	brightness,		have taken,			for easy		you learn
	cropping, and		saving before-			sharing.		about editing
	using filters.		and-after					photos?"
	Young people		versions.					
	experiment							
	editing a							
	single photo.							