



Medium Term Planning – Class 8 – Autumn 2025 Term 2

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



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		Young people look at a range of problems submitted and offer solutions. Create a working wall of sentence starters and vocabulary. Predictions.	Adapted tasks to meet EL1 – L2. Focus on narrative voice, characterisation, and tone. Shared reading and annotation of selected chapters. Vocabulary building and comprehension activities. Create a toolkit for effective letter writing. Writing – Blue – Identify statements / commands / exclamations and questions. Look at exemplar Entry Level 3 letters. Orange – Identify, write and punctuate, simple, compound and complex sentences. Look at exemplar Level 1 and 2 letters. Reading Blue – Understand organisational	Blue's emails, creating a clear understanding of the structure and purpose of each. Look at language and how it is used for audience and purpose. Write to a given length. Reading – Blue – Order alphabetically using the first two letters / Understand root words, prefixes and suffixes to understand the meaning of new words. Orange – similes and metaphors. Speaking and listening – 1 day allocated to practicing	sentence starters. Peer feedback and redrafting. Focus on clarity, voice, and structure. Writing – Blue – Fronted adverbials. Orange – Writing for purpose. Focus on expressing feelings clearly and respectfully, keeping in mind the tone and audience. Reading – Blue – Extending skills encountered this term this far. Orange – Extending skills encountered this term this far. Speaking and listening – Speaking and listening – 1 day allocated to practicing skills in line with young people' individual FS expected levels.	Orange – Look at last week's work and compare with Level 1 and 2 exemplars. Young people make edits. Reading – Blue – Reading and identifying text for different purposes Orange – Reading and identifying text for different purposes. Speaking and listening – Present different character's feelings and emotions, providing reasons.	practised over the term for a final piece. Orange – Consolidate skills practised over the term for a final piece. Reading – Blue – Understand organisational features and use them to locate relevant information (e.g. contents, index, menus, tabs and links) Orange – Compare information, ideas and opinions in different texts, including how they are conveyed. Speaking and listening –	
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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 community. Critical Question: Why do people need town centres? Activities: Discuss what shops and services young people use in Yeovil. Look at photos of Yeovil town centre past and present. Create a mind map of reasons people visit town centres.	town centre is declining? Activities: Discuss empty shops, boarded-up windows, and reduced footfall. Use a photo pack of Yeovil with evidence of decline to circle and label examples. Compare with images of a busy town centre.	the challenges Yeovil faces. Critical Question: What causes shops and businesses to close? Activities: Discuss reasons (online shopping, out-of-town shopping, high rents). Simple case study: The Quedam Centre vs. internet shopping. Young people write/draw "A day in Yeovil without shops."	a town centre better? Activities: Define regeneration with simple examples (cleaning streets, new shops, community spaces). Look at Yeovil's regeneration plans (Yeovil Refresh/Bandstand). Young people design a poster "My ideas to make Yeovil better."	Critical Question: What changes are happening in Yeovil now? Activities: Examine images/news about Yeovil's regeneration projects. Simple map activity: mark areas with planned changes (e.g., Glovers Walk, bus station). Discuss which changes young people think will help most.	local changes in our town. Critical Question: What changes are happening in Yeovil now? Activities: Examine images/news about Yeovil's regeneration projects. Simple map activity: mark areas with planned changes (e.g., Glovers Walk, bus station). Discuss which changes young people think will help most.	during our visit to Yeovil. Critical Question: What should we look for when we visit Yeovil? Activities: Create a checklist of things to spot: empty shops, new shops, signs of construction, community art. Role-play questions they might ask during the visit. Discuss safety and behaviour expectations for the trip.	
Computing	Creating and Editing	Lesson 1 – Understanding Layout Conventions Learning Objective: We are	Lesson 2 – Adapting Layout for an Audience Learning Objective: We are learning how to adapt layout so that our information	Lesson 2 – Adapting Layout for an Audience Learning Objective: We are	Lesson 2 – Adapting Layout for an Audience Learning Objective: We are learning how to adapt layout so that our	Lesson 3 – Applying Layout Conventions in Practice Learning Objective:	Lesson 3 – Applying Layout Conventions in Practice Learning Objective:	Lesson 4 – Reviewing and Improving Layouts Learning Objective: We are	Lesson 4 – Reviewing and Improving Layouts Learning Objective: We are



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



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



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