Medium Term Planning – Class 8 – Autumn Term 2 2026

	Overview/ Topic	Week 1 02.11.26	Week 2 09.11.26	Week 3 16.11.26	Week 4 23.11.26	Week 5 30.11.26	Week 6 07.12.26	Week 7 14.12.26
Key events		**Inset day Monday/Tuesday**						
Maths	Addition & Subtraction Money Area Perimeter	**Number** Addition and subtraction Numbers to 100. Numbers to 100,000. Focus on different methods.	**Number** Addition and subtraction Problem solving using numbers to 100 Problem Solving using numbers to 100,000	**Measurement** Money Making amounts of money. Calculating change from given amounts.	**Measurement** Money Problem solving using money and real-life scenarios.	**Measurement** Perimeter Calculating perimeter of standard and non-standard shapes. Problem solving using perimeter	**Measurement** Area Calculating area of standard and non-standard shapes. Problem solving using area.	**Consolidation of skills and Exam style questions**
Careers and Futures links: Problem solving to use real life scenarios. Make links to using skills in real life and work-based situations e.g. building trade use of area and perimeter, shops using money including card payments and the difficulties and benefits of using card/contactless payments.								
English inc Grammar and Reading Focus	Persuasive Writing Romeo and Juliett Reading Writing	Wednesday 4th – Settling into new rooms. Thursday 5th – Create a poster for an extravagant ball. Provide framework to capture essence of Capulet's ball without further context. Friday 6th – Reading pre-unit assessment.	L1.12 Recognise that language and other textual features can be varied to suit different audiences and purposes L2.14 Understand the relationship between textual features and devices, and how they can be used to shape meaning for different	L1.12 Recognise that language and other textual features can be varied to suit different audiences and purposes L2.14 Understand the relationship between textual features and devices, and how they can be used to shape meaning for different	L1.11 Identify meanings in texts and distinguish between fact and opinion L2.13 Identify implicit and inferred meaning in texts L1.19 – Use a range of punctuation correctly (e.g. full stops, question marks,	L1.11 Identify meanings in texts and distinguish between fact and opinion L2.13 Identify implicit and inferred meaning in texts L1.19 – Use a range of punctuation correctly (e.g. full stops, question marks, exclamation	L2.14 Understand the relationship between textual features and devices, and how they can be used to shape meaning for different audiences and purposes L1.24 – Use format, structure, and language appropriate for	End-of-unit assessments. Pre-unit assessment for January 2027. Shared creative project.

			audiences and purposes L1.24 – Use format, structure, and language appropriate for audience and purpose. L2.25 – Organise writing for different purposes using appropriate format and structure. Compare different communications that convey an idea (e.g. bus stop ads with longer information pamphlets). Decode the textual features used and explore how this supports communication for a given audience/purpose. Introduce the focus text and read first chapter. Consolidate the	audiences and purposes L1.24 – Use format, structure, and language appropriate for audience and purpose. L2.25 – Organise writing for different purposes using appropriate format and structure. Develop a deeper understanding of how language and textual features support persuasive writing. Locate and explain the effect of persuasive language techniques including the rule of three, emotive	exclamation marks, commas, possessive apostrophes). L2.20 – Punctuate writing correctly using a wide range of punctuation (e.g. colons, commas, inverted commas, apostrophes, quotation marks). Form an opinion: Should Romeo and Juliet be allowed to date each other? Are the families' historical grievances more important than 2 people, or not? Pupils debate the above opinion using features of	marks, commas, possessive apostrophes). L2.20 – Punctuate writing correctly using a wide range of punctuation (e.g. colons, commas, inverted commas, apostrophes, quotation marks). Persuasion leaflet – pupils plan and produce a leaflet to convey their opinion from last week using: -emotive language -rhetorical questions -use facts and examples -use repetition for effect -use modal verbs	audience and purpose. L1.25Write consistently and accurately in complex sentences, using paragraphs where appropriate. L2.26 – Convey clear meaning and establish cohesion using organisational markers effectively. L2.28 – Construct complex sentences accurately. Continuing persuasive leaflets. Editing and improving against the criteria.	

			week's learning by creating a persuasive poster for the Prince of Verona, outlawing fighting.	language, imperative verbs, rhetorical questions and alliteration. Pupils edit their posters from last week to reflect this week's work.	persuasion and record their ideas using a range of punctuation in their writing. Using evidence from the text, pupils evidence and explain inferred and implicit meaning.	-use rule of three where appropriate (L2 ex) -present a clear and consistent viewpoint -develop arguments using relevant evidence and explanation -justify opinions with reasoned argument -address and challenge alternative viewpoints -write in an appropriate formal or semi-formal style		
Careers and Futures links: Young people develop the communication, reading and persuasive writing skills needed for further education, employment and training, including presenting ideas clearly and supporting opinions with evidence. Young people learn how to adapt their language, tone and writing style for different audiences and purposes, preparing them for workplace communication, job applications and everyday adult life.								
Science	**OCR Entry Level Science**	Biology - B7 You only have one life - Digestive system and drugs – Living a healthy lifestyle	Biology - B7 You only have one life - Digestive system and drugs - Enzymes	Biology - B7 You only have one life - Digestive system and drugs – Drugs and Alcohol	Chemistry - C6 Sorting out - Purifying mixtures – Mixtures and purity	Chemistry - C6 Sorting out - Purifying mixtures – Crystallisation and filtration	Chemistry - C6 Sorting out - Purifying mixtures – Chromatography	Consolidation/catch up

Careers and Futures links: Young people will learn how to understand their bodies, stay healthy and learn skills that can be used in future jobs such as healthcare and cooking.								
Humanities	**History: How Landscapes and Settlements Change Over Time**	**Can a landscape be a historical source?** We are learning to find clues in landscapes so that we can discover how places have changed over time. Introduce the idea that landscapes contain evidence of the past. Buildings, roads, field boundaries, photographs, maps and place names can all provide clues about change.	**What was here before towns and villages?** We are learning how natural processes created the landscape so that we can understand the environment in which people later settled. Explore how rocks, soils, hills, and fossils provide evidence of natural change over very long periods of time. Distinguish natural processes from later human changes to the landscape.	**Why did people choose to settle here?** We are learning why settlements developed in places so that we can understand how geography influenced local history. Investigate the importance of water, fertile land, shelter, routes, resources and trade when people select places to live and establish settlements.	**How did farming change the South Somerset landscape?** We are learning how farming changed the local landscape so that we can recognise evidence of people's work in the countryside today. Explore the development of fields, hedgerows, orchards, livestock farming and farm buildings, and consider how farming has altered the appearance and use of the countryside.	**How did local industries change Yeovil and Chard?** We are learning how industry changed local towns so that we can explain why buildings, jobs and communities developed. Investigate Yeovil's historic gloving industry and examples of industry in Chard. Consider how factories, workshops, transport and employment changed the appearance and growth of local towns.	**How has Yeovil grown and changed?** We are learning to compare maps and photographs from different times so that we can identify how Yeovil's land use has changed. Use historical and modern maps and photographs to investigate urban growth, changes in road systems, housing development, and the changing use of industrial and open land.	**What can the landscape tell us about the past?** We are learning to use different types of historical evidence so that we can make conclusions about how our local area has changed. Consolidate History learning by using maps, photographs, objects and short written sources to answer a local historical enquiry and make an evidence-based conclusion.

Careers and Futures links: Young people develop an understanding of the economic development of our area over time so that they can appreciate the industries that have evolved locally.								
Computing	**Graphic Design**	**Evaluating a digital product before making changes** We are learning to identify improvements to a digital product so that our changes have a clear purpose and audience. Learners review an existing digital poster, advert or social media graphic and identify its intended purpose and audience.	**Modifying a digital product** We are learning to modify a digital product so that it communicates more effectively for its purpose and audience. Learners create a working copy of the product and apply planned changes to text, layout, colour and imagery..	**Using programs for alternative purposes** We are learning to use familiar programs in alternative ways so that we can choose flexible solutions to digital design problems. Learners investigate how tools in presentation, word-processing or drawing software	**Manipulating individual graphics** We are learning to manipulate graphics so that images fit the size, shape and style required by a design brief. Learners use crop, resize, rotate, flip and colour-adjustment tools on supplied or original images.	**Working with backgrounds and layers** We are learning to use backgrounds and layers so that we can place graphics accurately and create depth in a design. Learners place several elements on a canvas and use arrange, align, group, transparency and background-removal tools where available.	**Combining and editing graphics** We are learning to combine and edit graphics so that we can create one coherent visual product. Learners respond to a realistic brief by selecting compatible images, arranging them into a balanced composition and adding concise text if required.	**Completing and evaluating a modified digital product** We are learning to refine and evaluate a digital product so that the final version meets its brief and is ready to share. Learners check the completed product against its purpose, audience and success criteria, then gather focused peer feedback.
Careers and Futures links: Young people use graphic software packages including industry standard applications and learn appropriate terminology for these								
RSHE	**Mental Health and wellbeing**	**No lesson, inset day**	**What is Wellbeing?** We are learning what wellbeing means Learners discuss people, places,	**Changes in Wellbeing** We are learning that our wellbeing changes over time so that we	**Exploring Emotions** We are learning to identify and describe our emotions	**Emotions and Sensations** We are learning how emotions can affect our bodies .	**Signs of Negative Mental Wellbeing** We are learning to recognise signs of	**The Impact of Wellbeing** We are learning how poor mental wellbeing can affect ourselves

			activities and experiences that are important to them. They are introduced to the MAGIC approach:	can plan actions that may help to improve and maintain it. Learners explore how wellbeing can change across a day, a year and different stages of life.	Learners begin with a simple feelings check-in and use an emotion wheel to move from broad emotions to more specific feelings.	Learners briefly describe dopamine, oxytocin, serotonin and endorphins and consider links between positive emotions and bodily feelings.	declining mental wellbeing Learners identify four groups of possible signs of negative wellbeing: emotional, behavioural, physical and social.	and others, including self-harm. Learners create a ripple-effect map showing how poor wellbeing can affect the individual and people around them.
Careers and Futures links: Recognising the signs of good and poor mental wellbeing supports a person's ability to participate in the world of work and to retain or gain employment.								
RE	Introduction to Islam	**What do we already know about Islam?,** We are learning about six key articles of faith in Islam so that we can explain important Muslim beliefs., Young people will use a Know, Think, Wonder activity to surface prior knowledge safely	**How do worldviews understand God?**, We are learning to compare beliefs about God so that we can recognise similarities and differences without judging them., A concept-card investigation will compare Muslim belief in one God with other faiths	**What are the Five Pillars?,** We are learning what the Five Pillars of Islam are so that we can understand how beliefs can guide everyday life., Five object and picture stations will introduce Shahadah, Salah, Zakat, Sawm and Hajj.	**What makes a mosque special?,** We are learning how Muslims use a mosque so that we can explain why it is an important place for worship and community., Young people will take a virtual mosque tour	**What places are special to different communities?** We are learning to compare special places so that we can understand how places can support belonging, reflection and worship., An investigation carousel will include a mosque,	**Islamic artefact detectives** We are learning what selected Islamic artefacts are used for so that we can connect objects with Muslim beliefs and practices., The classroom will become a handling museum using images such as a Qur'an stand, prayer mat, qibla compass,	**Islam challenge: show what we know**, We are learning to connect key facts about Islam so that we can show how Muslim beliefs, practices, places and objects fit together., Teams will complete an accessible RE challenge trail

						church, synagogue, mandir and meaningful non-religious spaces	prayer beads and calligraphy.	
Careers and Futures links: Young people will gain an understanding of how different peoples faiths create the worldview of people they will work with in the future and the need for tolerance and respect of these beliefs.								
Art	3D Form – Asia / Diwali	INSET DAY	**Hook & Research** Exploring the artwork of our featured artist	**Practice** Experimenting with techniques Using 3D form	**Planning** Listing resources Designing	**Create** Creating a project using the medium which represents the theme	**Create** Creating a project using the medium which represents the theme	**Evaluating**
Careers and Futures links: As well as making the links to jobs in the arts links will be made to the creativity used in art and then the benefits of creativity in numerous jobs and in life.								
PE	Health & Fitness	Continuous Training Focus on Aerobic Fitness and ways to improve this through continuous low-medium level exercise.	Fartlek Training Focus on Aerobic Fitness and Speed and ways to improve this through Fartlek training	Core Stability Training Focus on core muscle strength and improving this through body weight exercise, yoga and pilates	Weight & Resistance Training Focus on Muscle Strength and ways to improve this through W & R training	Speed, Agility & Quickness Training (SAQ) Focus on Speed and Agility and Speed and ways to improve this through SAQ training	Circuit Training Focus on a range of types of fitness and ways to improve this through Circuit training	Designing and completing our own training sessions
Careers and Futures links: Young people will develop an understanding of how exercise forms a key part of a healthy, active lifestyle								
Life Skills /Enterprise		**Enterprise (Start the company)** Come up with a company name and logo.	**Enterprise (Assign Company Roles)** Skills match students to the	**Enterprise (Design a product/service)** Research and develop a	**Enterprise (Market Research)** Conduct market	**Enterprise (Finance & Purchasing)** Begin company accounts. What	**Enterprise (Production)** Begin to produce products. Ensure	**Enterprise (Marketing)** Begin marketing of product.

		What kind of company do you want to create. Think about company impact: carbon footprint, ethics, purpose etc. (may not be just to make money).	different company roles. Carry out interviews for roles. Assign roles. Roles can include- Finance, Admin, Marketing, Market Research, Production, Packaging, Advertising, Research and Development,	product/s. What are you going to make? It can be a product, cards, keyrings, jewellery, (lots of fine motor skills here). You can also run an event like a coffee morning or make a film and sell tickets. Produce production timeline (use product launch date and work back)	research on product ideas. What ideas are popular. Think about pricing- what will people pay, how much will you need to sell products to break-even, make profit List and cost materials and equipment needed to begin full production.	money will you need to set up the company? 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.	processes work. Ensure materials and equipment works as expected. Make any adjustments. Train team. Assign production roles.	Produce advertising. Choose where, when and how to sell product. Set up sales stall in preparation for sales event.
Careers and Futures links: The group will run an enterprise project which will look at different roles when running a business.								
Enrichment	**Trampolining**	**Introduction & Safety** Rules, Spotting, Safe bouncing and stopping	**Straight bouncing**	**Making shapes** Star jumps, tuck jumps, straddle and pike jumps	**Combining Shapes** Learning to combine different shaped jumps with fluency and control	**Landing safely on other body parts** Steal landing technique	**Combining shapes and landings** We will be developing our own routines by combining agilities in which we have become proffficient	**Consolidation and routine development**
Careers and Futures links: Young people will build resilience, trust, confidence and a willingness to try new challenges								