



Medium Term Planning – Class 7 – 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 pupils to the 'Fairmead School Advice Column'. Explore the set-up and roles to be designated. Look at a range of teenage 'agony aunt' columns. Pupils look at a range of problems submitted and offer solutions. Create a working wall of sentence	Immerse Receive a letter from Jacques to the Fairmead Advice Column. Read the first part of the book and story map. Pupils 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	Imitate Using a model letter and scaffolding, pupils imitate a letter from Jacques to Blue – writing to the Fairmead Advice Column. Create a class toolkit poster. Writing – Yellow - Colourful Semantics. Full stops, capital letters, question marks and exclamation marks. Blue – Use a range of effective punctuation, including commas. Orange – Annotate Jacques and Blue's emails, creating a	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 Pajamas (previous text). Students are paired and write either from the perspective of a character in the book or from the advice column, using planning frames and sentence starters. Peer feedback and redrafting. Focus on clarity,	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 – Yellow – Build a range of sentences using Colourful Semantics in different orders. Blue – Time adverbials.	Invent – Boxed-up plan. Pupils receive an influx of letters requiring the advice of the team. Pupils are provided with different levels of incoming letters and work to reply to the letters using adapted frames / templates. Writing – Consolidate skills practised over the term. Consolidate skills practised over the term for a final piece. Orange – Consolidate skills practised over	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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		starters and vocabulary. Predictions.	understanding of each key feature. 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 – Yellow- Write captions for the story map using Colourful Semantics. Full stops, capital letters and question marks. Blue – Identify statements / commands / exclamations and questions.	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 – Yellow – Order alphabetically using the first two letters. 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 skills in line with pupils' individual FS expected levels.	voice, and structure. Writing – Yellow - Colourful Semantics. Full stops, capital letters, question marks and exclamation marks. Blue – Fronted adverbials. Orange – Writing for purpose. Focus on expressing feelings clearly and respectfully, keeping in mind the tone and audience. Reading – Yellow - Extending skills encountered this term this far. Blue – Extending skills encountered this term this far. Orange – Extending skills encountered this term this far. Speaking and listening – 1 day allocated to practicing skills in line with pupils' individual FS expected levels.	Orange – Look at last week's work and compare with Level 1 and 2 exemplars. Pupils make edits. Reading – Yellow – Make justified inferences. 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.	the term for a final piece. Reading – Yellow – Retrieve key information with detail. 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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		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 Yellow - Understand a short text on a simple subject. Blue – Understand organisational markers in short straight forward texts. Orange – Reading images. Pupils look at how text can be enhanced using images. Speaking and listening – Drama activity based on the book. (Reenact the first part).					
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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		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 local community. Critical Question: Why do people need town centres? Activities: Discuss what shops and services pupils use in Yeovil. Look at photos of Yeovil town centre past and present. Create a mind map of reasons	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 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.	Lesson 3: Why do town centres decline? Objective: We are learning why some town centres decline so that we can understand 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.	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 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). Pupils design a poster "My ideas to	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. 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	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 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	Lesson 6: Presentation



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		people visit town centres.	Compare with images of a busy town centre.	Pupils write/draw “A day in Yeovil without shops.”	make Yeovil better.”	Walk, bus station). Discuss which changes pupils think will help most.	might ask during the visit. Discuss safety and behaviour expectations for the trip.	
RSHE		What is mental wellbeing?	What is the vocabulary associated with sensations and emotions?	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?	What are the practical ways to improve mental wellbeing?	Consolidation
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 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. Pupils experiment	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). Pupils take 3 photos and apply different filters to see changes.	Lesson 3: Cropping and Framing Learning Objective: We are learning how to crop photos so that we can improve how our photo looks. Demonstrate cropping to remove distractions and improve focus. Pupils crop 3-5 photos they have taken, saving before-and-after versions.	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. Demonstrate adding text, stickers, or frames. Pupils add captions or titles to at least 3 photos.	Lesson 5: Creating a Photo Gallery Learning Objective: We are learning to organise our edited photos so that we can prepare them for sharing. Pupils select their best 5 edited photos. Arrange photos in a digital slideshow or Google Slides for easy sharing.	Lesson 6: Creating a Photo Gallery Learning Objective: We are learning to organise our edited photos so that we can prepare them for sharing. Pupils select their best 5 edited photos. Arrange photos in a digital slideshow or Google Slides for easy sharing.	Lesson 7: Photo Exhibition and Reflection Learning Objective: We are learning to share our edited photos so that we can celebrate our creative work. Pupils present their photo galleries to the class. Pupils reflect: “Which edit are you most proud of? What did you learn about editing photos?”



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		editing a single photo.						
PE		Net/Wall Games	Net/Wall Games	Net/Wall Games	Net/Wall Games	Net/Wall Games	Net/Wall Games	Net/Wall games
		Badminton	Badminton	Short Tennis	Short Tennis	Seated Volleyball	Volleyball	Volleyball
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
Art	Media: Charcoal and pastels Theme: Iceland	Research Research Iceland and images of the Northern Lights.	Research and replicate Research artist David Popa and replicate some of his artwork.	Research and replicate Research artist Karen Richardson and replicate some of her artwork.	Planning Plan a piece of artwork based around the media of charcoal or pastels.	Create Create their piece of art.	Create Create their piece of art.	Evaluate
Computing	Creating and Editing	Lesson 1 – Understanding Layout Conventions Learning Objective: We are learning what layout conventions are so that we can choose the right format for our work. Summary: Pupils explore examples (letters, posters, slideshows). Identify features like headings, spacing, images.	Lesson 2 – Adapting Layout for an Audience Learning Objective: We are learning how to adapt layout so that our information is suitable for the audience we are addressing. Summary: Pupils compare formal vs. informal layouts (school newsletter vs. birthday invitation).	Lesson 2 – Adapting Layout for an Audience Learning Objective: We are learning how to adapt layout so that our information is suitable for the audience we are addressing. Summary: Pupils compare formal vs. informal layouts (school newsletter vs. birthday invitation).	Lesson 2 – Adapting Layout for an Audience Learning Objective: We are learning how to adapt layout so that our information is suitable for the audience we are addressing. Summary: Pupils compare formal vs. informal layouts (school newsletter vs. birthday invitation).	Lesson 3 – Applying Layout Conventions in Practice Learning Objective: We are learning how to use layout conventions in our own work so that our information is clear and effective. Summary: Pupils create a short document using the correct layout for a given purpose (e.g., job advert).	Lesson 3 – Applying Layout Conventions in Practice Learning Objective: We are learning how to use layout conventions in our own work so that our information is clear and effective. Summary: Pupils create a short document using the correct layout for a given purpose (e.g., job advert).	Lesson 4 – Reviewing and Improving Layouts Learning Objective: We are learning how to check and improve layouts so that our work looks professional and communicates clearly. Summary: Pupils peer-review and edit their documents. Teacher models improvements