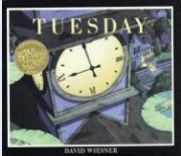


Medium Term Planning – Class – Summer 2 2026

	Overview/ Topic	Week 1 1.6.26	Week 2 8.6.26	Week 3 15.6.26	Week 4 22.6.26	Week 5 29.6.26	Week 6 06.07.26	Week 7 13.07.26	Week 8 20.7.26
Key events		Mon – Inset Day	Thurs and Fri – DofE Expedition Group 1	Mon-Weds – Secondary Residential	Mon and Tues – DofE Expedition Group 2 Weds – D of E Day Thurs – Y11 Thorpe Park trip Fri – Y11 Leavers Day	Weds – Shuffle Up Day Thurs – Primary camping Fri – Primary Careers Day		Thurs and Fri – Summer Holidays	Mon, Tues, Wed ONLY
Maths	<p>In order to meet the specific needs of each individual within our life skills provision, Maths will be taught based on each child’s Maths targets & EHCP Cognition and Learning targets. Through this we will focus on achieving the most important next steps. They will include matching numerals to quantities (understanding the cardinal principle), making 1-1 correspondence when counting, making patterns using shapes and continuing a linear pattern, recognising that the last number counted is the total amount, daily number formation and counting out a smaller number from a larger set.</p>								
		<p>Number Sequencing up to 20 forwards and backwards Selecting a small number of objects from a group Comparing quantities</p>	<p>Spatial awareness and Shape I can understand position through language e.g. the bag is under the table, the frog is on the log’ without pointing I can recognise and begin to name 3D shapes: cuboid, cylinder, sphere and cone</p>	<p>Number Sequencing up to 20 forwards and backwards Selecting a small number of objects from a group Comparing quantities</p>	<p>Measure Making comparisons between objects relating to length, height, mass and capacity and test predictions (link to English) I can recall a sequence of events from stories or everyday life</p>	<p>Number Sequencing up to 20 forwards and backwards Selecting a small number of objects from a group Comparing quantities</p>	<p>Patterns and statistics I can join in with simple patterns in sounds, objects, games and stories I am beginning to organise and categorise objects e.g. teddies and cars in separate piles</p>	<p>Number Sequencing up to 20 forwards and backwards Selecting a small number of objects from a group Comparing quantities</p>	<p>Number Sequencing up to 20 forwards and backwards Selecting a small number of objects from a group Comparing quantities</p>
English	Story	Immerse in retelling of story as a class – take	Use communication boards to identify	To be able to sequence to activities using	To be able to sequence to story using visuals &	To build sentences using colourful	To build sentences using colourful	To build sentences using colourful	To build sentences using

	<p>Tuesday – David Weisner (link to life cycles)</p> 	photos. Listen to the story and explore props	and match key pictures. Begin to identify 'who' 'what' 'what doing and 'where'	visuals & props using colourful semantics Immerse characters. Questions to identify 'who' is in the picture etc.	props using colourful semantics Immerse characters. Questions to identify 'who' is in the pictures	semantics including a 'who' 'doing what' and 'what' related to the story and life skills activities	semantics including a 'who' 'doing what' and 'what' related to the story and life skills activities	semantics including a 'who' 'doing what' and 'what' related to the story and life skills activities	colourful semantics including a 'who' 'doing what' and 'what' related to the story and life skills activities
Phonics	Sounds Write Unit 2 & 3	<p><u>Sounds Write unit 2/3</u> Word Building, Symbol Search, Sound Swap reading and writing, and high frequency words.</p>	<p><u>Sounds Write unit 2/3</u> Word Building, Symbol Search, Sound Swap reading and writing, and high frequency words.</p>	<p><u>Sounds Write unit 2/3</u> Word Building, Symbol Search, Sound Swap reading and writing, and high frequency words.</p>	<p><u>Sounds Write unit 2/3</u> Word Building, Symbol Search, Sound Swap reading and writing, and high frequency words.</p>	<p><u>Sounds Write unit 2/3</u> Word Building, Symbol Search, Sound Swap reading and writing, and high frequency words.</p>	<p><u>Sounds Write unit 2/3</u> Word Building, Symbol Search, Sound Swap reading and writing, and high frequency words.</p>	<p><u>Sounds Write unit 2/3</u> Word Building, Symbol Search, Sound Swap reading and writing, and high frequency words.</p>	<p><u>Sounds Write unit 2/3</u> Word Building, Symbol Search, Sound Swap reading and writing, and high frequency words.</p>
Science	Human Growth and Reproduction				Name the parts of the male reproductive system (penis, testicles, sperm)	Name the parts of the female reproductive system (vulva, vagina, uterus, ovary, eggs)	State that females menstruate (required for reproduction, blood leaves uterus and vagina)	Describe physical changes during puberty (pubic hair, hips widen, hormonal changes)	State that puberty is required for reproduction (hips widen, eggs are released, sperm is produced)
RSHE	Puberty Year 6 only	Know and use correct terminology for male and female internal and	Identify physical changes that happen to male and female bodies, before and during	Identify emotional changes before and during puberty	Know that hormonal changes take place during puberty which may	Recognise the importance of personal hygiene routines	Know how to discuss the challenges of puberty with a trusted adult		

		external organs, know that they are private and nobody has the right to see or touch them without consent (Medical)	puberty, including key facts about menstrual cycle		increase body odour.	during puberty including washing regularly and using deodorant	and where to get help		
	Menstruation Year 5/6 Girls Only	Know and use the correct terminology for female external and internal sexual organs. Know that sexual organs are private and nobody has the right to see or touch them without consent (medical)	Know the key facts about the menstrual cycle and how to manage menstrual hygiene. Know how to manage menstrual hygiene discreetly	Identify strategies to manage physical discomfort and emotional wellbeing during the menstrual cycle	Know the key facts about breast development and know what appropriate underwear to wear to maintain privacy and provide support				
	All safe relationships	What are boundaries?	What is privacy and what are secrets? (difference)	What is appropriate and inappropriate touch? (NSPCC pants (sex ed))	What is appropriate behaviour around strangers?	How do I recognise feelings of being unsafe? What are they?	Transition: mark the end of the year		
RE	Special things and changes	Special thing	Special Books	Growth	Growth	Changes	Changes	Transition	
<p>Art is taught through weekly inclusive, sensory rich experiences embedded within focus topics. Students are learning to make meaningful connections between their artwork and real-life skills, such as emotional expression, fine motor development, routines, working collaboratively and real-life opportunities. They will have an opportunity to use a focused media in line with the school's long-term plan, such as collage, paint, pencils and charcoals and more, whilst incorporating a multi-media approach to suit the needs of the individual learners.</p>									
Art	Focus: Photography	Explore using the camera and class I pad to	Take photos of nature in the local environment	Take photos of nature in the local	Take photos of people and nature in the local	Take photos of people and nature in the	Take photos of people and nature in the	Take photos of people and nature in the	



	Linked with Hobbies and Interests	take photos around school	(ninesprings park and school grounds)	environment (montacute house and school grounds)	environment (Ilchester park and school grounds)	local environment (Ilchester park and school grounds)	local environment (forest school)	local environment (forest school)	
PE	Mr Laver Friday PM	Jumping, Landing and Footwork Using apparatus	Jumping, Landing and Footwork Using apparatus	Jumping, Landing and Footwork Using apparatus	Jumping, Landing and Footwork Using apparatus	Jumping, Landing and Footwork Using apparatus	Jumping, Landing and Footwork Using apparatus	Jumping, Landing and Footwork Using apparatus	Jumping, Landing and Footwork Using apparatus
Life Skills Trips out	Hobbies and Interests	Library	Ninesprings park	National trust - Montacute house	Ilchester park	Frogmary Farm	Asda	Morrisons	
Forest School	Monday PM Mrs Drewitt	Continue to develop routine, rules, boundaries, means of communication, emotional and physical boundaries, rules of play and relationships.							