Medium Term Planning – Class 1 – 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		**Mon & Tues Inset days**					**Thurs – Xmas jumper day**	**Tues – Xmas Dinner Weds – Xmas service in church Fri – No Enrichment (class group)**
Trips	**Shopping and money management**	Inset day	**Lidl**	Bank locations in town	Local walk / Simply fresh	Hobbycraft / Simply Fresh walk	Brimsmore	Brimsmore Cafe
Life skills		I can show emerging autonomy by asserting my choices and preferences (e.g. rejecting things I do not want) I can differentiate between wants and needs.	I can understand in a shop you have to pay for things and can't walk out without paying.	I can be safe in a range of shopping environments including high street or retail parks.	I can wait my turn in a shop	I can make simple choices about spending.	I can wait for something I want.	End of topic discussion and addressing any missing gaps from the term
Careers and Futures link: Young people will have the ability to share that they have used money in a variety of different ways from role play to real life experiences. To explore their community around them. To begin to understand that wants and needs are different, sometimes they cannot be met immediately.								

To behave in a way that is safe while in the community.								
Maths		**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. For those able to access it, number and money in the environment will be highlighted and guided in how they can be used.**							
Careers and Futures links: **To gain an understanding in number, money, time and the date.** **To build up security on using and carrying money in the wider community environment.**								
English	**The Shopping Basket**  **Grammar focus** Verbs – what doing Nouns – where Time – When	Hook and reading comprehension	**Talk4Writing Stage:** Immerse Listen to the recount (story) Communication boards, supporting visuals	**Talk4Writing Stage:** Immerse Listen to the recount (story) Communication boards, supporting visuals	**Talk4Writing Stage:** Imitate To be able to answer simple "Who", "what" "What doing", "where" questions using colourful semantics.	**Talk4Writing Stage:** Imitate To be able to answer simple "Who", "what" "What doing", "where" questions using colourful semantics.	**Talk4Writing Stage:** Innovate Build story with colourful semantics with changed element of story. Recount a trip to the shops	**Talk4Writing Stage:** Innovate Build story with colourful semantics with changed element of story. Recount a trip to the shops
Careers and Futures links: To understand tenses, including things we have done in the past, what we are currently doing and what will happen in the future.								
Phonics and/or Spelling Focus		Sounds write provision embedded in English lessons daily.	Sounds write provision embedded in English lessons daily.	Sounds write provision embedded in English lessons daily.	Sounds write provision embedded in English lessons daily.	Sounds write provision embedded in English lessons daily.	Sounds write provision embedded in English lessons daily.	Sounds write provision embedded in English lessons daily.
Science		AC1.1 Give a basic explanation of current	AC1.2 Identify the main nutrients needed by the body.	AC1.3 Illustrate clearly the results of poor food choice.	AC2.2 Identify dishes / meals from a selection that are suitable	AC3.1 Prepare a number of healthy dishes e.g. salads,	Preparing healthy dishes	Preparing healthy dishes

		nutritional guidelines.			for a range of different dietary needs.	soups, fruit dishes, stir fry, kebabs		
Careers and Futures links: Building curiosity about the world around them through the topic of food and balanced diets								
Computing	**Using Office applications**	Turning a computer on and off safely (including logging on)	Opening and closing a laptop carefully	Carrying IT equipment safely	Plugging in and unplugging devices safely	Recognising fragile parts of technology	Recognising fragile parts of technology	Keeping food and drinks away from technology
Careers and Futures links: Young people become familiar with software applications used in a range of careers								
RSHE	**KS3 : Mental wellbeing** **All sessions begin with whole class circle time**	Pre-unit assessment	I can explain what mental wellbeing is and what the vocabulary is associated with body sensations and emotions.	I can explain what happiness is and how can it be linked to being connected to others.	I can explain how are worrying and feeling down normal, and how they can affect everyone at different times.	I can explain how to evaluate the impact of my actions on my positive mental health, including the benefits and importance of physical activity, sleep, time outdoors, community participation and volunteering or acts of kindness for mental wellbeing and happiness.	I can explain practical ways to improve my mental wellbeing (social interactions, kindness, learn something new. (5 ways to wellbeing NHS)	End of unit assessment
	KS4: Mental wellbeing and wellbeing online **All sessions begin with**	Pre-unit assessment	I can explain what makes me happy and how my happiness is linked to being connected to others?	I can explain some characteristics of mental ill health, including anxiety and depression.	I can explain some coping strategies for mental ill health that support finding the courage to	I can explain what gambling is and the risks related to online gambling and gambling-like content within	I can explain the bi-directional relationships between poor mental health and alcohol/drug	I can explain where to get support if I have concerns about my own or someone else's mental health.

	whole class circle time				participate in activities which initially feel challenging.	gaming, including the accumulation of debt. I know that it can lead to serious mental health harms, including anxiety, depression and suicide.	use (including smoking/vaping).	End of unit assessment
Careers and Futures links: Develop communication skills to aid future life and work opportunities Improved mental wellbeing to support resilience and aspiration for the future Understand how to keep yourself safe in work and life situations and where to access support. Understand the importance of self care to build a positive future.								
RE		Explore and research	Create information posters with facts about Christmas around the world	Creative Christmas artwork to display at event	Research and purchase food for celebration	Celebration event with classes 1-5	Christmas events	Christmas events
Careers and Futures links: Develop understanding of the community through religious beliefs and practices.								
Art	Exploring 3D shapes and designs Theme: making items for roleplay Christmas shop	Making different shapes with plasticine: can you make a cube, sphere, pyramid	Experimenting with shapes: 2D discs, squares, triangles	Experimenting with shapes: imitating Christmas designs that could work as Christmas decorations: snow men, trees etc	Experiment with clay designs using shapes created in previous sessions	Begin to make Christmas decorations using designs that worked best last week	Painting Christmas decorations	Role play the shop/ stall. Young people rotate between workers and customers, purchasing and selling.
Careers and Futures links:								

Explore process of designing, testing and making products as well as sales roles. Opportunity to practise money skills during role play activity.								
Music		Ongoing: exploring rhythm with untuned percussion: intensive interaction approaches Exploring loud and quiet	Ongoing: exploring rhythm with untuned percussion: intensive interaction approaches Exploring fast and slow	Ongoing: exploring rhythm with untuned percussion: intensive interaction approaches Changing rhythm	Review learning through games: adult/ young person holds symbol cards indicating faster/ slower/ louder/ quieter Play rhythmic echo games	Matching rhythm to music: play along to Christmas themed popular hits with different rhythm and pace	Matching rhythm to music: play along to Christmas themed popular hits with different rhythm and pace	Play range of songs from weeks 5 and 6 at the role play shop as a Christmas performance piece
Careers and Futures links: Explore how music and rhythm can be used as a tool to support learning. Look at how there are a wide range of careers in the field of music other than performers.								
PE	Fitness	Body awareness and tracking	Spatial awareness and mobility	Balance and core strength	Lower and upper body strength	Cardio	Celebration and circuit	
Careers and Futures links: Build communication and teamwork skills require in a range of workplaces. Develop leadership skills. Explain how physical strength and stamina is important in work and when taking on physical challenges in everyday life. Look at how physical exercise can support mental wellbeing and the impact of this on a healthy happy life.								
Enrichment Miss Matakitoga	**Community Project**	Introduction – What is a community?	Looking after our planet – Litter picking	People in our community – Making thankyou cards	Our school community – Making salt dough decorations	Our school community – Making a Christmas video	Our school community – Making and sharing a Christmas snack	
Careers and Futures links: By trying different things young people can develop their understanding of own likes and dislikes which will enable them to make decisions about their future.								