

### Medium Term Planning – Class 4 – Spring 2

	<b>Overview/ Topic</b>	<b>Week 1 23.2.26</b>	<b>Week 2 2.3.26</b>	<b>Week 3 9.3.26</b>	<b>Week 4 16.3.26</b>	<b>Week 5 23.3.26</b>	<b>Week 6 30.3.26</b>
<b>Key events</b>		Functional skills exams  Friday – Inset Day	Functional skills exams  Careers week  Thursday - World Book Day				Friday – Bank Holiday
<b>Life Skills</b>	<b>Employability</b>	Providing personal information  Writing a CV/ Completing application forms  Enterprise project	Providing personal information Writing a CV / Completing application forms  Enterprise project	Appropriate clothing for an interview. How should we greet someone? What language should we use?  Enterprise project	Writing a letter of application to college or a job.  Enterprise project	Mock interviews  Enterprise project	Complete enterprise project
<b>Offsite visit</b>		<b>Brimsmore / Plants galore</b> To collect free pots and purchase seeds and compost for enterprise project.	<b>Waterstones (World Book Day)</b> To collect a book with their WBD vouchers.	<b>St Margaret's Charity shop</b> To identify suitable clothes to wear to an interview for a job or college course.	<b>Yeovil Hospital</b> To meet the work experience, volunteering and supported intern teams and find out about opportunities at the hospital.	<b>Ferne Animal Sanctuary</b> To find out about jobs and volunteer roles working with animals.	<b>Gateway Café</b> To visit a classmate on their work experience and find out about what you might do on a work experience placement. To purchase a drink or cake as an end of term treat.
<b>Maths</b>		Time- Tell time in half and quarter hours Tell time in 5-minute intervals	Time- Understand the passing of time. Units of time  Life skills: Data & money (enterprise)	Length and height Units of measurement Measuring mm & cm	Length and height Units of measurement Measuring m & km	Statistics (2) Collecting and representing data Using tally charts Life skills: Data & money (enterprise)	Statistics (2) Collecting and representing data using bar and pie charts

		Life skills: Data & money (enterprise)		Life skills: Data & money (enterprise)	Life skills: Data & money (enterprise)		Life skills: Data & money (enterprise)
<b>English</b>	<p>The Boss of Everyone, by Danny Wallace.</p>  <p>Diary</p>	<p><b>Hook</b></p> <p>Read title, blurb. Discuss title and illustration and make suggestions as to what the story could be about.</p>	<p><b>Imitate</b></p> <p>Listen to the story and build knowledge and understanding of the text. Make links to employment.</p> <p>Sequence a section of the story to create a story map.</p>	<p><b>Imitate</b></p> <p>Story map of a section of the text.</p> <p>Identify features of a diary entry.</p> <p>Shared write.</p> <p>(Diary entry written by Joss after a day at work)</p>	<p><b>Innovate</b></p> <p>Add detail and/or change experiences/events on story maps.</p> <p>Use story map to box up a diary entry.</p>	<p><b>Innovate</b></p> <p>Using the boxing up to write an adapted diary entry for Joss after a day at work.</p>	<p><b>Independent</b></p> <p>Complete the diary entry. Self mark against features of a diary entry.</p> <p>Teacher assessment and feedback – edit and improve.</p>
<b>PE</b>	Target games	<b>Boccia</b>	<b>Kurling</b>	<b>Throw and catch</b>	<b>Archery</b>	<b>Skittles</b>	<b>Combination of different target games</b>
<b>RE</b>	<b>Rules in religion and life Mr Crump</b>	<p><b>Setting the scene</b></p> <p>Do a class/ pairs/ individual mind map of rules. Use visuals of class rules to support. Introduce Moses as prophet of the Old Testament</p>	<p>Give background on Moses, the Old Testament and relevance to Jews and Christians</p> <p>Introduce the story of Exodus leading to the 10 Commandments on Mt Sinai</p> <p>Story map/role play/sequence sentences relating to the story</p>	<p>Recap the story of the Israelites leading to the revelation of the 10 Commandments</p> <p>Discuss/look at/consider each commandment in detail</p> <p>Use a writing frame/craft/other scaffold to create a visual of the commandments</p> <p>Compare/contrast with rules in today's society/ communities</p>	<p>Use the PP to learn about Tzedakah in Judaism – teaching Jewish people to care for themselves, others</p> <p>and the environment</p> <p>Encourage the young people to explore how they can or do use the principles in their own lives. Reiterate they do not have to be Jewish to develop the characteristics, they are shared by</p>	<p>Young people can make a list of their own 5 rules, compare with school rules, laws, commandments</p> <p>Reflect on/debate which rules are essential for classroom/society/own lives</p>	<p>Refer to back mind map from week one.</p> <p>Encourage young people to reflect on learning journey and demonstrate learning through making additions to mind map.</p> <p>Make a display of classroom/school/life rules</p>

					religious and non-religious people.		
<b>RSHE</b>	<b>Respectful Relationships and Consent</b>	<b>Inset day</b>	What are the legal rights and responsibilities regarding equality (equality act 2010)?	Understand that everyone is unique and equal.	What are the types of behaviour within relationships are illegal? Including violent behaviour and coercive control.	What constitutes sexual harassment and sexual violence? Understand these are always unacceptable.	How do stereotypes based on sex, gender, race, religion, sexual orientation or disability cause damage?
<b>Computing</b>		<p><b>Lesson 1 – Personal Information Online Learning Objective:</b> We are learning what personal information is so that we can recognise what should and should not be shared online.</p> <p><b>Summary:</b> Discussion of examples (name, address, passwords, photos). Young people sort safe vs unsafe</p>	<p><b>Lesson 2 – Protecting Our Privacy Learning Objective:</b> We are learning simple methods to protect our personal information so that we can stay safe online.</p> <p><b>Summary:</b> Strategies include using nicknames, checking privacy settings, logging out. Young people role-play safe vs unsafe</p>	<p><b>Lesson 3 – Why Security Features Matter Learning Objective:</b> We are learning what security features are so that we understand how they protect our devices and accounts.</p> <p><b>Summary:</b> Introduction to authentication (passwords, PINs, biometrics). Young people discuss how these stop other people from getting in.</p>	<p><b>Lesson 3 – Why Security Features Matter Learning Objective:</b> We are learning what security features are so that we understand how they protect our devices and accounts.</p> <p><b>Summary:</b> Introduction to authentication (passwords, PINs, biometrics). Young people discuss how these stop other people from getting in.</p>	<p><b>Lesson 4 – Setting up Authentication Learning Objective:</b> We are learning how to set up authentication methods so that only we can access our devices and accounts.</p> <p><b>Summary:</b> Young people practise setting up PINs or passwords on demo devices/accounts. Teacher reinforces importance</p>	<p><b>Lesson 5 – Using Security Features Safely Learning Objective:</b> We are learning how to use security features correctly so that our devices and accounts remain safe.</p> <p><b>Summary:</b> Young people practise logging in and out safely. They review common mistakes (sharing passwords, leaving devices unlocked).</p>
<b>Science</b>	<b>Working towards goals</b>	Demonstrate an awareness of the skills and qualities needed for success in	Demonstrate an awareness of the skills and qualities needed for success in work and	Demonstrate an awareness of how to identify goals. - Identify some	Demonstrate an awareness of how to identify goals. - Agree a goal with	Follow steps to achieve a personal goal. - Say who will support them to work towards the	Follow steps to achieve a personal goal. - Carry out given activities to work towards the

		work and life. - Recognise their skills, qualities and interests.	life. - Identify their strengths and say what they could improve	short-term goals they would like to work towards.	an appropriate person	agreed goal.	agreed goal and identify what has been achieved.
<b>Humanities</b>		No Humanities this week (inset day)	Continue local study from a Geography perspective.  Use maps and images to identify changes to the local landscape. Use knowledge of local history to discuss the reasons for the changes.	Use maps and images to identify changes to the local landscape. Use knowledge of local history to discuss the reasons for the changes.	Explore local environmental issues, e.g. flooding. Learn about the causes of flooding. Find out about local projects that have a positive impact on the environment. Suggest ways that they can have a positive impact on the local environment.	Explore local environmental issues, e.g. flooding. Learn about the causes of flooding. Find out about local projects that have a positive impact on the environment. Suggest ways that they can have a positive impact on the local environment.	No humanities this week (Bank holiday)
<b>Art</b>	<b>Printing</b>	Whole school art project	Whole school art project	Whole school art project	Whole school art project	Whole school art project	Whole school art project

**ASDAN units (Year 10s and 11s only)**

**Developing ICT Skills, Providing personal information, Developing self awareness**