

Treacle Class Key Stage 4 Medium Term Plan Spring 1 2025

Day and Subject	Week 1 (5 th Jan)	Week 2 (12 th Jan)	Week 3 (19 th Jan)	Week 4 (26 th Jan)	Week 5 (2 nd Feb)	Week 6 (9 th Feb)
Monday						
Art & Music	<p>Paper making 1 - https://youtube.com/shorts/k2euyIfBrmw?si=nJm-NJB5cmHf6ztQ Copy this video using the paper screens provided to make recycled paper for cards - you may want to add seeds to the paper so that pupils can plant the paper at home to grow flowers! 1 lesson can be making the paper and a second session decorating the paper/making it into a card (birthday, Easter, Mothers Day?)</p>	<p>Paper making 2 - https://youtube.com/shorts/k2euyIfBrmw?si=nJm-NJB5cmHf6ztQ Copy this video using the paper screens provided to make recycled paper for cards - you may want to add seeds to the paper so that pupils can plant the paper at home to grow flowers! 1 lesson can be making the paper and a second session decorating the paper/making it into a card (birthday, Easter, Mothers Day?)</p>	<p>Egg carton craft: More able pupils could choose an endangered animal/animal affected by the climate crisis and create a profile picture for it using egg carton (see pictures tab for inspiration)</p>	<p>Create an egg carton tree to represent those cut down during deforestation to highlight the importance of trees for our climate</p>	<p>Rubbings - make a pile of natural and man made products -pupils to select different items and use wax crayons to create rubbings on</p>	<p>Buy a bouquet from a shop/collect flowers from outside. Pull apart the petals from the flowers and stick these onto sticky back plastic/sticky tape to create a paper plate suncatcher (see pictures tab for inspiration)</p>
Enterprise & PHSCE	<p>PSHE 1 - To know that it is important to spend time together as family members and share experiences</p> <p>Prior to teaching this lesson, ask for some photographs of family Christmas celebrations</p>	<p>PSHE 2 - To know that it is important to spend time together as family members and share experiences</p> <p>Prior to teaching this lesson, ask for some photographs of family Christmas celebrations</p>	<p>PSHE - To know how to speak to a trusted adult in school if they have concerns regarding their family and homelife</p> <p>Start the lesson by looking at some more complex emotions</p>	<p>Preparing for Valentines enterprise market - 1</p>	<p>Preparing for Valentines enterprise market - 2</p>	<p>Preparing for Valentines enterprise market - 3</p>

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	<p>(please be sensitive to pupils you know won't have had a positive experience at Christmas.</p> <p>Begin the lesson with a discussion - what do you like doing with your family? Use visuals, symbols or sentence stems: 'We like watching...', 'We go to ...' and 'We always eat...'</p> <p>Suggestions for main activity: Family Time Sorting Game: Pupils sort picture cards/symbols into 'Together Time' (e.g. eating dinner, watching TV, going for a walk) and 'Alone Time' (e.g. reading, sleeping). Ask pupils to vote whether they prefer together time or alone time.</p> <p>My Family Poster: Pupils create a simple poster</p>	<p>(please be sensitive to pupils you know won't have had a positive experience at Christmas.</p> <p>Begin the lesson with a discussion - what do you like doing with your family? Use visuals, symbols or sentence stems: 'We like watching...', 'We go to ...' and 'We always eat...'</p> <p>Suggestions for main activity: Family Time Sorting Game: Pupils sort picture cards/symbols into 'Together Time' (e.g. eating dinner, watching TV, going for a walk) and 'Alone Time' (e.g. reading, sleeping). Ask pupils to vote whether they prefer together time or alone time.</p> <p>My Family Poster: Pupils create a simple poster</p>	<p>such as worry/anxiety, embarrassment, scared etc.</p> <p>Assess whether the pupils know who to speak to at school already - 'sometimes we can worry about things at home...who can we speak to at school?'</p> <p>Sorting circle - Pupils create a circle of trust to identify people in their life that they can trust to speak to https://www.twinkl.co.uk/resource/my-circle-of-trust-activity-sheet-t-lf-1666682910</p> <p>Role play scenarios to support pupils confidence with using verbal language or symbol use to ask for help.</p> <p>Challenge: Could higher attaining pupils create a</p>			
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	<p>showing their favourite family activity using drawing, photos, or symbols.</p> <p>Role Play or Puppet Talk: Use puppets to act out family scenarios (e.g. helping with cooking, going to the park). Pupils choose how the puppet feels and what they could say.</p> <p>Come together at the end of the session to round up learning by asking pupils to complete this sentence as an assessment: I feel ___ when I ___ with my family</p>	<p>showing their favourite family activity using drawing, photos, or symbols.</p> <p>Role Play or Puppet Talk: Use puppets to act out family scenarios (e.g. helping with cooking, going to the park). Pupils choose how the puppet feels and what they could say.</p> <p>Come together at the end of the session to round up learning by asking pupils to complete this sentence as an assessment: I feel ___ when I ___ with my family</p>	<p>comic strip/story board to show a scenario of worry, who they would speak to and how they would feel after.</p>			
Maths	<p><u>ASDAN Maths</u> Specific ASDAN activity: Section – N Food Survey</p> <p><u>NSSL Group</u> Section E</p>	<p><u>ASDAN Maths</u> Specific ASDAN activity: Section – M Birthay Survey</p> <p><u>NSSL Group</u> Section E</p>	<p><u>ASDAN Maths</u> Specific ASDAN activity: Section L Catching a bus</p> <p><u>NSSL Group</u> Section A</p>	<p><u>ASDAN Maths</u> Specific ASDAN activity: Section L Catching a bus</p> <p><u>NSSL Group</u> Section B</p>	<p><u>ASDAN Maths</u> Specific ASDAN activity: Section B Visiting a cafe <i>If bus/staff available</i></p> <p><u>NSSL Group</u> Section C</p>	<p><u>ASDAN Maths</u> Specific ASDAN activity: Section H Supermarket shopping <i>If bus/staff available</i></p> <p><u>NSSL Group</u> Section D</p>

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Tuesday						
Maths	<p>ASDAN Maths Specific ASDAN activity: Section – N Food Survey</p> <p><u>NSSL Group</u> Section E</p>	<p>ASDAN Maths Specific ASDAN activity: Section – M Birthay Survey</p> <p><u>NSSL Group</u> Section E</p>	<p>ASDAN Maths Specific ASDAN activity: Section L Catching a bus</p> <p><u>NSSL Group</u> Section A</p>	<p>ASDAN Maths Specific ASDAN activity: Section L Catching a bus</p> <p><u>NSSL Group</u> Section B</p>	<p>ASDAN Maths Specific ASDAN activity: Section B Visiting a cafe If bus/staff available</p> <p><u>NSSL Group</u> Section C If bus/staff available</p>	<p>ASDAN Maths Specific ASDAN activity: Section H Supermarket shopping If bus/staff available</p> <p><u>NSSL Group</u> Section D</p>
Literacy & Reading	<p><u>Entry Level 3 English</u></p> <p>Reading (AO1): Targeted Comprehension Focus on OCR-set texts for teaching & assessment <u>Focus on skills:</u></p> <ul style="list-style-type: none"> • Inference • Summarise • language analysis <p><u>Specific activity</u> Reading, vocabulary development and comprehension on “The Explorer – Katherine Rundell” - 1</p>	<p><u>Entry Level 3 English</u></p> <p>Reading (AO1): Targeted Comprehension Focus on OCR-set texts for teaching & assessment <u>Focus on skills:</u></p> <ul style="list-style-type: none"> • Inference • Summarise • language analysis <p><u>Specific activity</u> Reading, vocabulary development and comprehension on “The Explorer – Katherine Rundell” - 2</p>	<p><u>Entry Level 3 English</u></p> <p>Reading (AO1): Targeted Comprehension Focus on OCR-set texts for teaching & assessment <u>Focus on skills:</u></p> <ul style="list-style-type: none"> • Inference • Summarise • language analysis <p><u>Specific activity</u> Reading, vocabulary development and comprehension on “The Explorer – Katherine Rundell” - 3</p>	<p><u>Entry Level 3 English</u></p> <p>Reading (AO1): Targeted Comprehension Focus on OCR-set texts for teaching & assessment <u>Focus on skills:</u></p> <ul style="list-style-type: none"> • Inference • Summarise • language analysis <p><u>Specific activity</u> Reading, vocabulary development and comprehension on “The Explorer – Katherine Rundell” - 4</p>	<p><u>Entry Level 3 English</u></p> <p>Reading (AO1): Targeted Comprehension Focus on OCR-set texts for teaching & assessment <u>Focus on skills:</u></p> <ul style="list-style-type: none"> • Inference • Summarise • language analysis <p><u>Specific activity</u> Reading, vocabulary development and comprehension on “The Explorer – Katherine Rundell” - 5</p>	<p><u>Entry Level 3 English</u></p> <p>Reading (AO1): Targeted Comprehension Focus on OCR-set texts for teaching & assessment <u>Focus on skills:</u></p> <ul style="list-style-type: none"> • Inference • Summarise • language analysis <p><u>Specific activity</u> Reading, vocabulary development and comprehension on “The Explorer – Katherine Rundell” - 6</p>

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	<p>Spoken Language (AO3): Engaging in Communication Focus on in-depth discussions, roll-play and presentation to an audience.</p> <p><u>Focus on skills:</u></p> <ul style="list-style-type: none"> Developed contributions Detailed responses Clear presentation <p><u>Specific activity</u> Preparing and practicing spoken presentations - 1</p>	<p>Spoken Language (AO3): Engaging in Communication Focus on in-depth discussions, roll-play and presentation to an audience.</p> <p><u>Focus on skills:</u></p> <ul style="list-style-type: none"> Developed contributions Detailed responses Clear presentation <p><u>Specific activity</u> Preparing and practicing spoken presentations - 2</p>	<p>Spoken Language (AO3): Engaging in Communication Focus on in-depth discussions, roll-play and presentation to an audience.</p> <p><u>Focus on skills:</u></p> <ul style="list-style-type: none"> Developed contributions Detailed responses Clear presentation <p><u>Specific activity</u> Preparing and practicing spoken presentations - 3</p>	<p>Spoken Language (AO3): Engaging in Communication Focus on in-depth discussions, roll-play and presentation to an audience.</p> <p><u>Focus on skills:</u></p> <ul style="list-style-type: none"> Developed contributions Detailed responses Clear presentation <p><u>Specific activity</u> Preparing and practicing spoken presentations - 4</p>	<p>Spoken Language (AO3): Engaging in Communication Focus on in-depth discussions, roll-play and presentation to an audience.</p> <p><u>Focus on skills:</u></p> <ul style="list-style-type: none"> Developed contributions Detailed responses Clear presentation <p><u>Specific activity</u> Preparing and practicing spoken presentations - 5</p>	<p>Spoken Language (AO3): Engaging in Communication Focus on in-depth discussions, roll-play and presentation to an audience.</p> <p><u>Focus on skills:</u></p> <ul style="list-style-type: none"> Developed contributions Detailed responses Clear presentation <p><u>Specific activity</u> Preparing and practicing spoken presentations - 6</p>
Tearoom & AA/II/SC/TP	<p>Visit tearoom to practice our counting, behaving in public and socialization skills. Each pupil will have individual targets related to visit.</p> <p>AA/II/SC/TP on return.</p>	<p>Visit tearoom to practice our counting, behaving in public and socialization skills. Each pupil will have individual targets related to visit.</p> <p>AA/II/SC/TP on return.</p>	<p>Visit tearoom to practice our counting, behaving in public and socialization skills. Each pupil will have individual targets related to visit.</p> <p>AA/II/SC/TP on return.</p>	<p>Visit tearoom to practice our counting, behaving in public and socialization skills. Each pupil will have individual targets related to visit.</p> <p>AA/II/SC/TP on return.</p>	<p>Visit tearoom to practice our counting, behaving in public and socialization skills. Each pupil will have individual targets related to visit.</p> <p>AA/II/SC/TP on return.</p>	<p>Visit tearoom to practice our counting, behaving in public and socialization skills. Each pupil will have individual targets related to visit.</p> <p>AA/II/SC/TP on return.</p>
Friday						
Cooking	<u>Recipe:</u> Pizza	<u>Recipe:</u> Sausage rolls	<u>Recipe:</u> Cheese on toast	<u>Recipe:</u> Soup (various)	<u>Recipe:</u> Valentine treats	<u>Recipe:</u> Pasta & sauce

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	<u>Skills:</u> Measuring, stirring, patience, kitchen appliances	<u>Skills:</u> Measuring, stirring, patience, kitchen appliances	<u>Skills:</u> Measuring, stirring, patience, kitchen appliances	<u>Skills:</u> Measuring, stirring, patience, kitchen appliances	<u>Skills:</u> Measuring, stirring, patience, kitchen appliances	<u>Skills:</u> Measuring, stirring, patience, kitchen appliances
PE	<p>VOLLEYBALL - 1</p> <p>LO: To be able to perform fundamental ball handling skills including passing and catching.</p> <p>Warm up: Highlight students will need to think about warm up structure for future delivery. Students to move round the hall, negotiating space and side stepping in and out of peers pretending to dodge them. Traffic</p> <p>Lights: Red = Stop, Yellow = Jog, Green = Sprint.</p> <p>Skills development: Give the children the opportunity to familiarise themselves with a volleyball (beach ball/ balloon). Bounce it, roll it, throw and catch it,</p>	<p>VOLLEYBALL - 2</p> <p>LO: To be able to perform fundamental ball handling skills including passing and catching.</p> <p>Warm up: Highlight students will need to think about warm up structure for future delivery. Students to move round the hall, negotiating space and side stepping in and out of peers pretending to dodge them. Traffic</p> <p>Lights: Red = Stop, Yellow = Jog, Green = Sprint.</p> <p>Skills development: Give the children the opportunity to familiarise themselves with a volleyball (beach ball/ balloon). Bounce it, roll it, throw and catch it,</p>	<p>VOLLEYBALL - 3</p> <p>LO: To be able to perform fundamental ball handling skills including passing and catching.</p> <p>Warm up: Highlight students will need to think about warm up structure for future delivery. Students to move round the hall, negotiating space and side stepping in and out of peers pretending to dodge them. Traffic</p> <p>Lights: Red = Stop, Yellow = Jog, Green = Sprint.</p> <p>Skills development: Give the children the opportunity to familiarise themselves with a volleyball (beach ball/ balloon). Bounce it, roll it, throw and catch it,</p>	<p>LO: To learn ready position and underarm pass (bump)</p> <p>Warm up: Give x2 students opportuntiy to lead a warm up.</p> <p>Students have to lead a light pulse raiser activity and stretches.</p> <p>Introduce Rondo also known as 'piggy in the middle' in groups of 4/5. Learners to pass and move in designated space, x1 'pig' in the middle trying to steal ball. Change learners in middle.</p> <p>Defender to intercept ball.</p> <p>Skill development: Model the 'ready position'.</p> <p>Teaching Points (TPs) half squat, soft knees, arms extended, hands together. In pairs/ 3s students pratice underarm</p>	<p>LO: To accurately replicate how to underarm serve</p> <p>Warm up: Give x2 different students opportuntiy to lead a warm up.</p> <p>Students have to lead a light pulse raiser activity and stretches. Recap on ready position.</p> <p>Students to move round the hall. On Teacher command, students to get in the Ready Position. Half squat, knees bent, arms extended, hands together. In groups students to keep beach ball up in the air passing to each other. 30 seconds.</p> <p>Skill development: Model the underarm serve.</p> <p>Target practice (underarm serve). Ask learners to identify where on a court they would</p>	<p>LO: To accurately replicate how to spike</p> <p>Warm up: Give x2 different students opportuntiy to lead a warm up.</p> <p>Students have to lead a light pulse raiser activity and stretches. Recap on how to underarm serve.</p> <p>Students to get in pairs/ 3s and practice underarm serve into a target. In groups can students idenfity where we want to aim for?</p> <p>Skill development: Model the spike.</p> <p>Target practice. Ask learners to identify where on a court they would want the ball to go (sides and corners). Why?</p> <p>Learners to practice hitting a ball into a hoop. In pairs, one learner throw the ball up</p>

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	<p>pass it around your waist and spend time handling it. In groups, how many times can they pass the ball/ balloon to each other in 30 seconds? Try different ways.. rolling it, passing it, bouncing? What's the most efficient way? How can learners improve. Think about technique. Push ball/ balloon rather than catch. Repeat activity. Have they improved? Small Sided Game: Split students in pairs/ 3s. Students to practice hitting the ball over the net. The ball must touch the floor on the opposition side to score 1 point. Allow 1 bounce, progress on to no bounces.</p>	<p>pass it around your waist and spend time handling it. In groups, how many times can they pass the ball/ balloon to each other in 30 seconds? Try different ways.. rolling it, passing it, bouncing? What's the most efficient way? How can learners improve. Think about technique. Push ball/ balloon rather than catch. Repeat activity. Have they improved? Small Sided Game: Split students in pairs/ 3s. Students to practice hitting the ball over the net. The ball must touch the floor on the opposition side to score 1 point. Allow 1 bounce, progress on to no bounces.</p>	<p>pass it around your waist and spend time handling it. In groups, how many times can they pass the ball/ balloon to each other in 30 seconds? Try different ways.. rolling it, passing it, bouncing? What's the most efficient way? How can learners improve. Think about technique. Push ball/ balloon rather than catch. Repeat activity. Have they improved? Small Sided Game: Split students in pairs/ 3s. Students to practice hitting the ball over the net. The ball must touch the floor on the opposition side to score 1 point. Allow 1 bounce, progress on to no bounces.</p>	<p>pass. 1 touch each. Can't touch it twice in a row. Competition. How many in minute? Peer assessment: Students have to observe partners position and provide feedback. Are they in half squat? knees bent etc. Small Sided Games: Split students in pairs/ 3s. Students to practice hitting the ball over the net. The ball must touch the floor on the opposition side to score 1 point. Progress onto students performing 1 pass to teammate before hitting it over the net. Officiating: Students have to referee a match following rules and correct scoring eg. Ground the ball: Get the ball to hit the floor on the opponent's side of the court. Up to 10 points.</p>	<p>want the ball to go (sides and corners). Why? Learners to practice hitting a ball into a hoop (underarm serve). Peer assessment: Students have to observe partners serve and provide feedback. Are they in half squat? knees bent etc. Small Sided Games: Split into teams. Students to start match using the correct serve. The ball must touch the floor on the opposition side to score 1 point. Allow a bonus point for teams that pass to a teammate before hitting it over. Officiating: Students have to referee a match following rules and correct scoring eg. Ground the ball: Get the ball to hit the floor on the opponent's side of the court. Up to 10 points.</p>	<p>and partner 'spike' it into a hoop with not net. Can learners execute movement with a net? Peer assessment: Students have to observe partners spike and provide feedback. Are they in half squat? knees bent etc. Small Sided Games: Split into teams. Students to start match using the correct serve. The ball must touch the floor on the opposition side to score 1 point. Allow a bonus point for teams that score using a 'spike'</p>
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