

Treacle Class Key Stage 4 Medium Term Plan Spring 1 2025

Day and Subject	Week 15: 13 th April	Week 16: 20 th April	Week 17: 27 th April	Week 18: 4 th May	Week 19: 11 th May	Week 20: 18 th May
Monday	Monday	Monday	Monday	Monday	Monday	Monday
Art & Music	<p>Creativity / Art Art: Pupils look in mirrors and talk about their features. Draw/paint/print their self-portrait. Add pictures or symbols of things that help them care for themselves (sleep, food, brushing teeth, favourite toy). Pupils label emotions or favourite activities.</p>	<p>Creativity / Music Focus: Keeping a steady beat together. Activities: - Mirror-clap warm-ups: one partner leads, the other follows. - Walk-the-pulse around the room; partners must stay in sync. - Perform simple 4-beat patterns using body percussion.</p> <p>Focus: Creating and copying rhythms. Activities: - "Call and response" rhythm conversations in pairs. - Partners create a 2-bar rhythm each, then combine them. - Introduce simple rhythm symbols .</p>	<p>Creativity / Art Show emotion cards (Zones of Regulations) Ask pupils which colours match each feeling. Create abstract paintings showing a feeling. Use sponges, rollers, or finger painting.</p>	<p>Creativity / Music Focus: Using high/low and simple melodic patterns. Activities: - Echo-singing or echo-playing on tuned percussion. - Partners create a 3-note pattern using high/low cards. - Combine patterns to make a short melodic dialogue.</p> <p>Focus: Composing using simple symbols. Activities: - Explore graphic symbols for sound (lines, dots, shapes). - Partners design a 2-part graphic score. - Rehearse and refine how to interpret each symbol.</p>	<p>Creativity / Art Students to print on paper using their hands, pupils to pick their own colour. Pupils to them go around the class high fiving other student and printing the new colours on the paper roll.</p> <p>Create a large tree cut out on cardboard Each pupil decorates a leaf. Write or draw one caring action. Add leaves to the class tree.</p>	<p>Creativity / Music Focus: Creating a piece with a clear beginning, middle, end. Activities: - Partners choose 3 musical sections (e.g., pulse → rhythm → pitch). - Decide transitions and roles within each section. - Rehearse with attention to timing and cues.</p> <p>Focus: Using expressive elements to improve performance. Activities: - Explore loud/quiet, fast/slow in pairs. - Add expressive choices to last week's structured piece. - Practise giving and responding to performance feedback.</p>
Enterprise & PHSCE	PSHCE: To know that each person (including	PSHCE: To consider the effect of	PSHCE: To understand what stereotypes are and	PSHCE: To recognise the benefits of a diverse	PSHCE: To identify different private and public	PSHCE: To identify and describe different

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<p>themselves) has responsibilities</p> <p>For this lesson, pupils will explore the idea that everyone has responsibilities, including themselves, using real-life examples, visuals and hands-on activities. Start with pictures or objects showing everyday responsibilities—such as looking after belongings, helping at home, caring for pets, following rules, or supporting others - possibly link this to job roles within the classroom. Road 1 learners to sort these responsibilities into 'school' and 'home' (possibly using a venn diagram to show that sometimes they do cross over) and discuss why responsibilities matter. Pupils then take part in a practical task, such as completing a</p>	<p>environmental issues both locally and globally</p> <p>For this lesson, pupils will explore how environmental issues affect living things both locally and around the world. Start with simple examples such as litter in local parks, pollution in rivers, deforestation, or plastic in the oceans, and let Road 1 learners sort images into 'local issues' and 'global issues,' (ensure they understand the terms 'local' and 'global' before doing this) and discuss how these problems may affect plants, animals and people. Pupils can then take part in a practical activity, such as a mini litter-pick or making posters about deforestation/litter in the park - you could contact the park ranger to ask if they would put the</p>	<p>how they can cause conflict</p> <p>For this lesson, pupils will explore what stereotypes are and how they can lead to unfairness or conflict. Start with pictures showing different kinds of people—different ages, jobs, interests, genders and appearances. Discuss what a stereotype is and when it can be hurtful to people. Pupils then take part in a practical activity, such as matching people to interests that challenge stereotypes (e.g women in science) or choosing kind responses to simple scenarios. The lesson could end with each pupil showing or indicating one example of why stereotypes can cause problems or become hurtful.</p>	<p>community and how it can positively affect communities (including LGBTQ+)</p> <p>For this lesson, pupils will explore the benefits of living in a diverse community, including diversity in culture, interests, abilities, families and LGBTQ+ identities. Start with pictures showing different kinds of people, families and community groups, and let pupils explore them. Listen to their discussions or identify pictures they're interested in. Do they sort them or discuss how differences make communities stronger, kinder and more interesting. Pupils then take part in a practical activity, such as matching people to the roles they play in a community or choosing ways to show respect and inclusion to people</p>	<p>body parts and places</p> <p>For this lesson, pupils will learn the difference between private and public body parts and places. Start with pictures or symbols of everyday places—such as the classroom, the park, the bathroom, and the bedroom—and let pupils sort them into 'public' and 'private' and do the same for body parts. Pupils then take part in a practical matching activity, choosing which behaviours belong in public or private spaces. The lesson could end with each pupil showing or indicating one example of a private body part or private place, helping them understand personal boundaries.</p> <p>If any pupils need more specific support in this area,</p>	<p>types of physical contact and understand when it's safe and appropriate (including boundaries, consent and recognising when touching would be harmful or unsafe)</p> <p>For this lesson, pupils will explore different types of physical contact and learn when touch is safe, appropriate and wanted. Start with pictures showing everyday types of contact—like high-fives, handshakes, hugs, medical touch, personal care and different unsafe touches. Learners to sort them into 'safe,' 'not safe,' 'ask first,' (e.g a hug) or discuss the idea of consent and personal boundaries. Pupils then take part in a practical activity, such as practising how to say 'no' or 'stop,' choosing</p>
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	<p>simple classroom responsibility or choosing a responsibility they can manage - if you don't already, come up with some jobs that the pupils can do within the classroom. Have a jobs/task list with pictures of the pupils. The lesson could end with each pupil showing or indicating one responsibility they have at home and school.</p> <p>Road 2 and 3 learners explore objects linked to responsibilities like lunch box, keys, soft toy pets or a symbol job symbol while adults model core words.</p>	<p>posters up around the park. The lesson could end with each pupil showing or indicating one environmental issue and how it affects living things.</p> <p>Road 2 and 3 learners to explore relatec objects like leaves, soil (be aware of pupils with PICA), water trays, plastic items and natural materials while adults model words such as 'clean', 'dirty', 'help' using symbols and signs.</p>	<p>Focus on core words 'same' and 'different'</p>	<p>in our community. The lesson could end with each pupil showing or indicating one positive thing about a diverse community and possibly ending on reflection.</p> <p>This could be left until July to celebrate Pride month.</p> <p>Road 2 and 3 learners to explore objects linked to diversity such as coloured fabrics, flags, music and adults model simple words such as 'different' 'same' and 'kind'</p>	<p>please do some extra lessons.</p> <p>Road 2 and 3 learners to explore objects of reference for different places that are private and public</p>	<p>when they want or don't want a high-five, or matching scenarios to safe responses. The lesson could ends with each pupil showing or indicating one example of safe or unsafe touch.</p> <p>Road 2 and 3 learners to explore objects such as soft toys and dolls, stop and go symbols and emotions (zones).</p>
Maths	<p>ASDAN Maths Specific ASDAN activity: Section: Preparation for café and shop visits</p> <p><u>NSSL Maths</u></p>	<p>ASDAN Maths Specific ASDAN activity: Section: Catch up and finishing of previous work</p> <p><u>NSSL Maths</u></p>	<p>ASDAN Maths ASDAN Maths Specific ASDAN activity: Section: Catch up and finishing of previous work</p> <p><u>NSSL Maths</u></p>	<p>ASDAN Maths ASDAN Maths Specific ASDAN activity: Section: Catch up and finishing of previous work</p> <p><u>NSSL Maths</u></p>	<p>ASDAN Maths ASDAN Maths Specific ASDAN activity: Section: Catch up and finishing of previous work</p> <p><u>NSSL Maths</u></p>	<p>ASDAN Maths ASDAN Maths Specific ASDAN activity: Section: Catch up and finishing of previous work</p> <p><u>NSSL Maths</u></p>

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	Preparation for café and shop visits	Catch up and finishing of previous work	Catch up and finishing of previous work	Catch up and finishing of previous work	Catch up and finishing of previous work	Catch up and finishing of previous work
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Day and Subject	Week 15: 13 th April	Week 16: 20 th April	Week 17: 27 th April	Week 18: 4 th May	Week 19: 11 th May	Week 20: 18 th May	Week 21: 25 th May
Tuesday	Tuesday	Tuesday	Tuesday	Tuesday	Tuesday	Tuesday	Tuesday
Maths	<p><u>ASDAN Maths</u> Specific ASDAN activity: Section: Preparation for café and shop visits</p> <p><u>NSSL Maths</u> Preparation for café and shop visits</p>	<p><u>ASDAN Maths</u> ASDAN Maths Specific ASDAN activity: Section: Catch up and finishing of previous work</p> <p><u>NSSL Maths</u> Catch up and finishing of previous work</p>	<p><u>ASDAN Maths</u> ASDAN Maths Specific ASDAN activity: Section: Catch up and finishing of previous work</p> <p><u>NSSL Maths</u> Catch up and finishing of previous work</p>	<p><u>ASDAN Maths</u> ASDAN Maths Specific ASDAN activity: Section: Catch up and finishing of previous work</p> <p><u>NSSL Maths</u> Catch up and finishing of previous work</p>	<p><u>ASDAN Maths</u> ASDAN Maths Specific ASDAN activity: Section: Catch up and finishing of previous work</p> <p><u>NSSL Maths</u> Catch up and finishing of previous work</p>	<p><u>ASDAN Maths</u> ASDAN Maths Specific ASDAN activity: Section: Catch up and finishing of previous work</p> <p><u>NSSL Maths</u> Catch up and finishing of previous work</p>	<p><u>ASDAN Maths</u></p>
Literacy & Reading	<p>Reading: Entry Level 3 Reading: Entry Level 3 English Reading (AO1): Targeted Comprehension Focus on OCR-set texts for teaching & assessment Focus on skills: <ul style="list-style-type: none"> Inference Summarise language analysis READING LESSON 1 Joint critical reading of "The Explorer" by Katherine Rundell Identifying adjectives & adverbs in the text.</p>	<p>Reading: Entry Level 3 Reading: Entry Level 3 English Reading (AO1): Targeted Comprehension Focus on OCR-set texts for teaching & assessment Focus on skills: <ul style="list-style-type: none"> Inference Summarise language analysis READING LESSON 2 Joint critical reading of "The Explorer" by Katherine Rundell Identifying descriptive language</p>	<p>Reading: Entry Level 3 Reading: Entry Level 3 English Reading (AO1): Targeted Comprehension Focus on OCR-set texts for teaching & assessment Focus on skills: <ul style="list-style-type: none"> Inference Summarise language analysis READING LESSON 3 Joint critical reading of 3-4 nature based poems. Looking at language and suggesting</p>	<p>Reading: Entry Level 3 Reading: Entry Level 3 English Reading (AO1): Targeted Comprehension Focus on OCR-set texts for teaching & assessment Focus on skills: <ul style="list-style-type: none"> Inference Summarise language analysis READING LESSON 4 Joint critical reading of 3-4 nature based poems. Looking at language and suggesting alternatives.</p>	<p>Reading: Entry Level 3 Reading: Entry Level 3 English Reading (AO1): Targeted Comprehension Focus on OCR-set texts for teaching & assessment Focus on skills: <ul style="list-style-type: none"> Inference Summarise language analysis READING LESSON 5 Introducing non-fiction text "Blue Planet". Discussion around intentions of book and</p>	<p>Reading: Entry Level 3 Reading: Entry Level 3 English Reading (AO1): Targeted Comprehension Focus on OCR-set texts for teaching & assessment Focus on skills: <ul style="list-style-type: none"> Inference Summarise language analysis READING LESSON 6 Joint reading of non-fiction text "Blue Planet" Exercises on identifying factual information - 1</p>	<p>Reading: Entry Level 3 Reading: Entry Level 3 English Reading (AO1): Targeted Comprehension Focus on OCR-set texts for teaching & assessment Focus on skills: <ul style="list-style-type: none"> Inference Summarise language analysis READING LESSON 6 Joint reading of non-fiction text "Blue Planet" Exercises on identifying factual information - 2</p>

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		and coming up with own alternatives.	alternatives. Writing own poetry.	Metaphors and similies refresher.	information contained.		
Community & Challenge	TREACLE & BOLLING ASDAN SUPERMARKET VISIT	Community / RE RE: Lesson 1- starter- show pictures of families celebrating a birth, watch a video of a christening. Key vocabulary. what experiences have students had? Main activity- look at examples Of Christianity- baby's baptism/christening also Islam- whispering prayer into baby's ear (Adhan). Matching activity/ Cloze activity that can be differentiated. Plenary- circle discussion. If you had a new baby in your family, how would you celebrate?	Community / RE RE: Lesson 2: Coming of age. Starter- How do different religions celebrate coming of age.Show pictures of how a different religion celebrates coming of age e.g a Bar/Bat Mitzvah. What changes as you get older (how has your body changed, more responsibilities, independence, new opportunities. Main Activity- introduce examples - Christian - Confirmation, Judaism - Bar/Bat Mitzvah. Show short video clips. Make a comparison table between the two. Differentiate - match words to pictures. Plenary- what responsibilities do teenagers have? write or draw one reonsibility they have now (could write up/ draw on smart board).	Challenge Science: Look at the lifecycle of birds (Robin): BOOK LAPTOPS FOR THIS LESSON 1. Use the following TWINKL resources https://www.twinkl.co.uk/resource/t-t-5236-robin-life-cycle-growth-display-posters https://www.twinkl.co.uk/resource/t-t-5269-robin-life-cycle-powerpoint 2. Get students to search for pictures related to lifecycle of robins, or birds in general, and make a simple picture-based powerpoint. Focus on web searching skills.	Community / RE RE: Lesson 3: Marriage- Starter- why is marriage important in religions. Introduce key vocab. show videos /pictures of marriage celebrations. ask- what happens at weddings? Why do people get married? Main- show examples of Christian wedding- vows in church and a Hindu wedding- Sacred Fire Ceremony. Talk about how marriage includes promises and a community celebration. Group task- identify clothing, rituals and celebrations from images. What promises do couples make? Why do families celebrate weddings? Plenary- Design a wedding invitation- include names, location, symbols of love.	Challenge ICT: Make a powerpoint on lifecycle of Robins: BOOK LAPTOPS FOR THIS LESSON 1. Continue with making powerpoints. Focus on both search / copy-paste / powerpoint skills. 2. Some students may be confident enough to present what they have researched.	Community / RE RE: Lesson 4: Starter- How different religions respond to death and how beliefs inspire and support others in grief. Ask- What do people do when someone dies? Introduce Key vocabulary. Explain how funerals help people say goodbye, remember loved ones, support each other. Main- look at examples of funeral services- Christianity- funeral service and prayers and Islam- burial and community prayers. Show images? video clips. How does death bring people together? How do people help in times of grief? Think about the support of communities and links to Charity e.g Cancer Research. Plenary- Reflection activity- students finish sentence ' one

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							way I can make a difference is...' Differentiation - draw yourself helping someone.
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Wednesday	Wednesday	Wednesday	Wednesday	Wednesday	Wednesday	Wednesday	Wednesday
Swim / Park / Relaxation AA / II / SC / TP	Swimming Working on individual swimming targets. Working on behaviour in public spaces.	Swimming Working on individual swimming targets. Working on behaviour in public spaces.	Swimming Working on individual swimming targets. Working on behaviour in public spaces.	Swimming Working on individual swimming targets. Working on behaviour in public spaces.	Swimming Working on individual swimming targets. Working on behaviour in public spaces.	Swimming Working on individual swimming targets. Working on behaviour in public spaces.	Swimming Working on individual swimming targets. Working on behaviour in public spaces.
Work Experience & PFA	Various work experience and PFA activities , including: Tidy outside areas Lay out lunch tables Wash and tidy mini-buses Tidy inside areas (hall, corridors, resource cupboards) Simple 'around-the-home-tasks' in kitchen and classroom	Various work experience and PFA activities , including: Tidy outside areas Lay out lunch tables Wash and tidy mini-buses Tidy inside areas (hall, corridors, resource cupboards) Simple 'around-the-home-tasks' in kitchen and classroom	Various work experience and PFA activities , including: Tidy outside areas Lay out lunch tables Wash and tidy mini-buses Tidy inside areas (hall, corridors, resource cupboards) Simple 'around-the-home-tasks' in kitchen and classroom	Various work experience and PFA activities , including: Tidy outside areas Lay out lunch tables Wash and tidy mini-buses Tidy inside areas (hall, corridors, resource cupboards) Simple 'around-the-home-tasks' in kitchen and classroom	Various work experience and PFA activities , including: Tidy outside areas Lay out lunch tables Wash and tidy mini-buses Tidy inside areas (hall, corridors, resource cupboards) Simple 'around-the-home-tasks' in kitchen and classroom	Various work experience and PFA activities , including: Tidy outside areas Lay out lunch tables Wash and tidy mini-buses Tidy inside areas (hall, corridors, resource cupboards) Simple 'around-the-home-tasks' in kitchen and classroom	Various work experience and PFA activities , including: Tidy outside areas Lay out lunch tables Wash and tidy mini-buses Tidy inside areas (hall, corridors, resource cupboards) Simple 'around-the-home-tasks' in kitchen and classroom
English	Writing: Entry Level 3 English Writing (AO2): Purposeful and Sustained Writing Focus on writing involving substantial information and imaginative texts. Focus on skills: <ul style="list-style-type: none"> • Organisation • Expression • Use of standard English 	Writing: Entry Level 3 English Writing (AO2): Purposeful and Sustained Writing Focus on writing involving substantial information and imaginative texts. Focus on skills: <ul style="list-style-type: none"> • Organisation • Expression • Use of standard English 	Writing: Entry Level 3 English Writing (AO2): Purposeful and Sustained Writing Focus on writing involving substantial information and imaginative texts. Focus on skills: <ul style="list-style-type: none"> • Organisation • Expression • Use of standard English 	Writing: Entry Level 3 English Writing (AO2): Purposeful and Sustained Writing Focus on writing involving substantial information and imaginative texts. Focus on skills: <ul style="list-style-type: none"> • Organisation • Expression • Use of standard English 	Writing: Entry Level 3 English Writing (AO2): Purposeful and Sustained Writing Focus on writing involving substantial information and imaginative texts. Focus on skills: <ul style="list-style-type: none"> • Organisation • Expression • Use of standard English 	Writing: Entry Level 3 English Writing (AO2): Purposeful and Sustained Writing Focus on writing involving substantial information and imaginative texts. Focus on skills: <ul style="list-style-type: none"> • Organisation • Expression • Use of standard English 	Writing: Entry Level 3 English Writing (AO2): Purposeful and Sustained Writing Focus on writing involving substantial information and imaginative texts. Focus on skills: <ul style="list-style-type: none"> • Organisation • Expression • Use of standard English

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	<p>WRITING LESSON 1 Writing a short information-rich summary about an aspect of the Oceans using a variety of related texts - 1</p>	<p>WRITING LESSON 2 Writing a short information-rich summary about an aspect of the Oceans using a variety of related texts - 2</p>	<p>WRITING LESSON 3 Writing a short information-rich summary about an aspect of the Oceans using a variety of related texts - 3</p>	<p>WRITING LESSON 4 Breaking down ocean research topics into logical sections. Starting to write up topics on laptop - 1</p>	<p>WRITING LESSON 5 Breaking down ocean research topics into logical sections. Starting to write up topics on laptop - 2</p>	<p>WRITING LESSON 6 Breaking down ocean research topics into logical sections. Starting to write up topics on laptop - 3</p>	<p>WRITING LESSON 7 Writing simple poetry (nature themed). Copying style of simple examples - 1</p>
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Thursday	Thursday	Thursday	Thursday	Thursday	Thursday	Thursday	Thursday
Maths	<p><u>ASDAN Maths</u> Specific ASDAN activity: Section Preparation for café visits</p> <p><u>NSSL Maths</u> Preparation for café visits</p>	<p><u>ASDAN Maths</u> <u>ASDAN Maths</u> Specific ASDAN activity: Section: Catch up and finishing of previous work</p> <p><u>NSSL Maths</u> Catch up and finishing of previous work</p>	<p><u>ASDAN Maths</u> <u>ASDAN Maths</u> Specific ASDAN activity: Section: Catch up and finishing of previous work</p> <p><u>NSSL Maths</u> Catch up and finishing of previous work</p>	<p><u>ASDAN Maths</u> <u>ASDAN Maths</u> Specific ASDAN activity: Section: Catch up and finishing of previous work</p> <p><u>NSSL Maths</u> Catch up and finishing of previous work</p>	<p><u>ASDAN Maths</u> <u>ASDAN Maths</u> Specific ASDAN activity: Section: Catch up and finishing of previous work</p> <p><u>NSSL Maths</u> Catch up and finishing of previous work</p>	<p><u>ASDAN Maths</u> <u>ASDAN Maths</u> Specific ASDAN activity: Section: Catch up and finishing of previous work</p> <p><u>NSSL Maths</u> Catch up and finishing of previous work</p>	<p><u>ASDAN Maths</u> Specific ASDAN activity: Section X Looking at Clocks</p> <p><u>NSSL Maths</u> Section XX</p>
English	<p>Speaking: Entry Level 3 English Spoken Language (AO3): Engaging in Communication Focus on in-depth discussions, roll-play and presentation to an audience. Focus on skills:</p> <ul style="list-style-type: none"> • Developed contributions • Detailed responses • Clear presentation <p>SPEAKING LESSON 1 Reading out simple non-fiction texts in front of class (both individually and with partner)- 1</p>	<p>Speaking: Entry Level 3 English Spoken Language (AO3): Engaging in Communication Focus on in-depth discussions, roll-play and presentation to an audience. Focus on skills:</p> <ul style="list-style-type: none"> • Developed contributions • Detailed responses • Clear presentation <p>SPEAKING LESSON 2 Reading out simple non-fiction texts in front of class (both individually and with partner)- 2</p>	<p>Speaking: Entry Level 3 English Spoken Language (AO3): Engaging in Communication Focus on in-depth discussions, roll-play and presentation to an audience. Focus on skills:</p> <ul style="list-style-type: none"> • Developed contributions • Detailed responses • Clear presentation <p>SPEAKING LESSON 3 Reading out simple non-fiction texts in front of class (both individually and with partner)- 3</p>	<p>Speaking: Entry Level 3 English Spoken Language (AO3): Engaging in Communication Focus on in-depth discussions, roll-play and presentation to an audience. Focus on skills:</p> <ul style="list-style-type: none"> • Developed contributions • Detailed responses • Clear presentation <p>SPEAKING LESSON 4 Drama based work. Looking at a simple play, identifying characters and</p>	<p>Speaking: Entry Level 3 English Spoken Language (AO3): Engaging in Communication Focus on in-depth discussions, roll-play and presentation to an audience. Focus on skills:</p> <ul style="list-style-type: none"> • Developed contributions • Detailed responses • Clear presentation <p>SPEAKING LESSON 5 Drama based work. Looking at a simple play, identifying characters and</p>	<p>Speaking: Entry Level 3 English Spoken Language (AO3): Engaging in Communication Focus on in-depth discussions, roll-play and presentation to an audience. Focus on skills:</p> <ul style="list-style-type: none"> • Developed contributions • Detailed responses • Clear presentation <p>SPEAKING LESSON 6 Drama based work. Looking at a simple play, identifying characters and</p>	<p>Speaking: Entry Level 3 English Spoken Language (AO3): Engaging in Communication Focus on in-depth discussions, roll-play and presentation to an audience. Focus on skills:</p> <ul style="list-style-type: none"> • Developed contributions • Detailed responses • Clear presentation <p>SPEAKING LESSON 7 Whole class exercise/performance on drama presentation - 1</p>

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				reading/speaking in character - 1	reading/speaking in character - 2	reading/speaking in character - 3	
Tearoom & AA/II/SC/TP	<p>PfA & Work Experience TREACLE & BOLLING ASDAN CAFE VISIT Visit tearoom to practice our counting, behaving in public and socialization skills. Each pupil will have individual targets related to visit. Focus on the following skills: ASDAN:TI MATHS / Section B / visiting a café Ordering a drink / food Count how many in your group Check how many drinks / cake and count them when they come</p> <p>COMMUNITY: Talk about where the food comes from (countries / animals / farm etc) (lane 5)</p> <p>INDIVIDUALITY Talk about what you like and dislike (lane 5)</p>	<p>PfA & Work Experience Visit tearoom to practice our counting, behaving in public and socialization skills. Each pupil will have individual targets related to visit. Focus on the following skills: ASDAN:TI MATHS / Section B / visiting a café Ordering a drink / food Count how many in your group Check how many drinks / cake and count them when they come</p> <p>COMMUNITY: Talk about where the food comes from (countries / animals / farm etc) (lane 5)</p> <p>INDIVIDUALITY Talk about what you like and dislike (lane 5)</p>	<p>PfA & Work Experience Visit tearoom to practice our counting, behaving in public and socialization skills. Each pupil will have individual targets related to visit. Focus on the following skills: ASDAN:TI MATHS / Section B / visiting a café Ordering a drink / food Count how many in your group Check how many drinks / cake and count them when they come</p> <p>COMMUNITY: Talk about where the food comes from (countries / animals / farm etc) (lane 5)</p> <p>INDIVIDUALITY Talk about what you like and dislike (lane 5)</p>	<p>PfA & Work Experience Visit tearoom to practice our counting, behaving in public and socialization skills. Each pupil will have individual targets related to visit. Focus on the following skills: ASDAN:TI MATHS / Section B / visiting a café Ordering a drink / food Count how many in your group Check how many drinks / cake and count them when they come</p> <p>COMMUNITY: Talk about where the food comes from (countries / animals / farm etc) (lane 5)</p> <p>INDIVIDUALITY Talk about what you like and dislike (lane 5)</p>	<p>PfA & Work Experience Visit tearoom to practice our counting, behaving in public and socialization skills. Each pupil will have individual targets related to visit. Focus on the following skills: ASDAN:TI MATHS / Section B / visiting a café Ordering a drink / food Count how many in your group Check how many drinks / cake and count them when they come</p> <p>COMMUNITY: Talk about where the food comes from (countries / animals / farm etc) (lane 5)</p> <p>INDIVIDUALITY Talk about what you like and dislike (lane 5)</p>	<p>PfA & Work Experience Visit tearoom to practice our counting, behaving in public and socialization skills. Each pupil will have individual targets related to visit. Focus on the following skills: ASDAN:TI MATHS / Section B / visiting a café Ordering a drink / food Count how many in your group Check how many drinks / cake and count them when they come</p> <p>COMMUNITY: Talk about where the food comes from (countries / animals / farm etc) (lane 5)</p> <p>INDIVIDUALITY Talk about what you like and dislike (lane 5)</p>	<p>PfA & Work Experience Visit tearoom to practice our counting, behaving in public and socialization skills. Each pupil will have individual targets related to visit. Focus on the following skills: ASDAN:TI MATHS / Section B / visiting a café Ordering a drink / food Count how many in your group Check how many drinks / cake and count them when they come</p> <p>COMMUNITY: Talk about where the food comes from (countries / animals / farm etc) (lane 5)</p> <p>INDIVIDUALITY Talk about what you like and dislike (lane 5)</p>

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Friday	Friday	Friday	Friday	Friday	Friday	Friday	Friday
Cooking	Challenge / DT Quiche	Challenge / DT Baked potato	Challenge / DT Chicken salad	Challenge / DT Sausage and vegetable pasta	Challenge / DT Chickpea pancakes with spicy toppings	Challenge / DT Summer Smoothies	Challenge / DT
PE	Individuality / PE Athletics - Sprinting LO: To be able to perform the basic technique for an effective sprint race Warm up: Give x2 students opportunity to lead a warm up. Students have to lead a light pulse raiser activity and stretches. Example could include 'Tig'. Discuss type of fitness needed- speed, power & reaction time. Split students into small groups (linked to Sports Day). Small relay races practicing running using different techniques eg arms above head, arms by side, high knees. Ask students to think of best technique. Discuss. Skill development: T.P's; movement of arms, hip to	Individuality / PE Athletics - Hurdles LO: To accurately replicate an effective hurdling technique. To understand and appreciate the need to make decisions about refinement of technique to maintain speed throughout. Warm up: Leadership. Can students lead a warm up. Including a pulse raiser high knees, heel flicks etc and stretches. Why do we warm up? Recap on prior learning - Place different size hurdles in an marked area. Small hurdle = 1 point, medium = 2 points, big hurdle = 3 points. Students to run round and leap over hurdles in 30 seconds. Students to	Individuality / PE Athletics - Jumping LO: To accurately replicate the technique for an effective long jump Warm up: Student led. Focus on increasing the range of movement/dynamic stretching. British Bulldog. Select x2 students as taggers. Students to start on a marked area with bibs in trousers. Students have to jump (not run) from one end to another. Progress onto hopping. Rotate taggers. Skill Development: In small teams. Place 4 hoops even distance apart. Hop into each hoop. Progress to taking off 1 foot landing 2 foot. Teaching points; run	Individuality / PE Athletics - Throwing LO: To accurately replicate the technique for an effective javelin/shotput throw. Warm up: Group led. Ask students to think about an appropriate warm up. Including an light pulse raiser and stretching. Bonus point who can link a warm up to throwing. In small groups; 1 performer, 1 to coach/help. Begin throwing with shuttle cocks and different body positions. eg throw from a stand, with non dominant hand etc, progress to foam javelin. Skill Development: Teaching points; stance make a bow see it go, whip through, bring javelin	Individuality / PE Cricket - Ball familiarisation/catching LO: To demonstrate & use a variety of catching styles. To be able to accurately replicate a basic throwing technique. Warm up: Continue with student led warm ups. In small groups students begin by warming up with some simple throwing (underarm/overarm) and catching, practising from different distances depending on how confident they are and how accurate they are with their throwing. Number of consecutive catches in 30 seconds. Skill Development: TPs Bring hands to chest as you catch, eyes on ball, cushion	Individuality / PE Cricket - Fielding/Target LO: To use both underarm and over arm throws depending on competitive situation. To accurately replicate the long barrier technique Warm up: Student led warm up. Can students link warm up activities to LO for that lesson eg fielding. Recap on prior learning. In small groups, play 'Rondo' (known as piggy in the middle) x1 student from each group in the middle. Players to pass and catch. Player goes in middle if they drop a catch or get caught on the throw. Skill Development: Demonstrate long barrier TPs eyes on	Individuality / PE Cricket - Bowling LO: To be able to accurately replicate basic bowling technique Warm up: Student led. In pairs/ 3s students to move round the hall practicing passing and catching on the move. Skill Development: TP's Straight arm, stand side on, straight arm to brush ear. In same groups, students to stand opposite each other with a hoop in the middle. Children will practise bowling overarm to one another from a small distance, ensuring they work on bouncing the ball into the hoop and to their partner in one bounce. If children become more

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	<p>shoulder, leg movement, pick knees up, stride length & stride frequency. Sharks or Fish game: Label each student Shark or Fish. Students stand back to back, with bibs in trousers. Shout either 'fish or shark'. The called becomes the tagger and has to turn and chase its partner getting their bib before they get to the end.</p> <p>Small group activity: In small groups students to time each other using stopwatches over different distances eg 5m, 10m and 20m. Peer assessment: Students have to observe partners position and provide feedback. Are they getting knees up, driving with thier arms etc</p> <p>Relay Races: Using their sports day teams, practice relay races. Sprint to a marker and back, collecting bean bags/</p>	<p>add up their score. Skill Development: Introduce learners to hurdles. In small groups practice running over hurdles. Discuss TP's; head position, dominant leg, stay low. Differentiated activity. 3 lanes, varying heights of hurdles. Students to practice technique. Peer assessment: Students have to observe partners position and provide feedback. Are they lead with dominant leg, head up etc</p> <p>Relay Races: In Sports Day teams, perform a relay race over hurdles. Run to the end grab a bean bag/ cone and run back pass to their next team mate. First team wins. Include point scoring system. Officiating: Can non engagers officiate? Apply rules learnt.</p>	<p>up, take off, hang time, landing. In small groups, Students to jump from a standing start, how many jumps will it take them to get to a marked area 10m away? Progress onto running, jumping and landing. Who can jump furthest? Peer assessment: Students have to observe partners position and provide feedback. Focus on run anmd take off.</p> <p>Small Group Challenge: Competition. Who can jump the furthest. Officiating: distances recorded by non-participants.</p>	<p>through in straight line & 45 degree release. Progress students on to a small run up. Cant step over the line. Practice throws, tp's emphasized. Distances recorded with cone. Measure best at the end. Peer assessment: Students have to observe partners position and provide feedback. Stand side on, poiting arm in direction of travel etc</p> <p>Small Group Challenge: Compeition distances recorded by non participants. *Similar with shot put - use deflated balls to push through arm.</p>	<p>impact. In pairs, experiment with low and high catching styles. In small groups, play 'Rondo' (known as piggy in the middle) x1 student from each group in the middle. Players to pass and catch. Peer assessment: Students have to observe partners position and provide feedback. use TPs to support learning etc</p> <p>Game: Kwik (non-stop) Cricket. 2 teams-Pupils to run around either wickets after every bowl. Out through-caught, bowled, hit own wickets. Officiating: Students have to referee a match following rules and correct scoring/ runs</p>	<p>ball, down on knee, rear leg flat against floor. In pairs/3 students to roll ball along ground, create long barrier, roll back. Peer assessment: Students have to observe partners position and provide feedback. use TPs to support learning etc</p> <p>Game: Kwik (non-stop) Cricket. 2 teams-Pupils to run around either wickets after every bowl. Out through-caught, bowled, hit own wickets. Officiating: Students have to referee a match following rules and correct scoring/ runs</p>	<p>confident, get them to space further away from the hoop. Peer assessment: Students have to observe partners position and provide feedback. use TPs to support learning etc</p> <p>Game: Cricket - King of the Wicket! Each player for themselves. Each player will get x3 balls. 3 wickets = hit the wall without bouncing, 1 wicket = for each succesful run. Players to keep scores. Rotate each player, fielder, batter, bowler, wicket keeper. Out through-caught, bowled, hit own wickets. Officiating: Students have to referee a match following rules and correct scoring/ runs</p>
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	<p>cones. Dribbling with a football, hockey stick etc. Officiating: Can non engagers officiate? Apply rules learnt.</p> <p>Challenge: Ask students how they could make each activity easier/ more difficult. For example some gates could be closer together meaning more fluid control. Larger gates make task easier.</p>						
Assembly							