

Treacle Class Key Stage 4 Medium Term Plan Summer 2 2026

Day and Subject	Week 22: 1 st June	Week 23: 8 th June	Week 24: 15 th June	Week 25: 22 nd June	Week 26: 29 th June	Week 27: 6 th July	Week 28: 13 th July
Monday	Monday (1)	Monday (8)	Monday (15)	Monday (22)	Monday (29)	Monday (6)	Monday (13)
Art & Music	<p>Creativity / Art 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: Completing an original paired composition. Activities: - Partners finalise their piece using symbols/graphic score. - Rehearse with attention to accuracy, expression, and teamwork. - Peer-review with another pair.</p>	<p>Creativity / Art Complete artwork to support assembly</p>	<p>Creativity / Music Focus: Performing and evaluating. Activities: - Paired performances to the class. - Audience uses simple criteria: teamwork, accuracy, expression. - Partners reflect on: - How they collaborated - What they created - What they improved</p>	<p>Creativity / Art Give each pair one large sheet of paper. Pupil A draws for 30 seconds, then passes the paper to a partner. They then get 30 seconds to add something new Continue swapping until the picture is complete. As a class, hang up the pictures and see if the children can spot their contributions to the art work</p>	<p>Creativity / Music Music end of year games</p>	<p>Creativity / Art Art end of year games / activities</p>
Enterprise & PHSCE	<p>PSHCE (Part 1): To recognise the benefits of a diverse community and how it can positively affect communities (including LGBTQ+) 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</p>	<p>PSHCE (Part 2): To recognise the benefits of a diverse community and how it can positively affect communities (including LGBTQ+) 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</p>	<p>Enterprise: Choosing projects for summer fair</p>	<p>Enterprise: Preparing projects for summer fair</p>	<p>Enterprise: Preparing projects for summer fair</p>	<p>Enterprise: Preparing projects for summer fair</p>	<p>PSHCE: End of year PHSCE games / activities</p>

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	<p>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 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>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 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>					
Maths	<p>ASDAN Maths Specific ASDAN activity: Section: Preparation for</p>	<p>ASDAN Maths Specific ASDAN activity:</p>	<p>ASDAN Maths Specific ASDAN activity:</p>	<p>ASDAN Maths Specific ASDAN activity:</p>	<p>ASDAN Maths Specific ASDAN activity:</p>	<p>ASDAN Maths Specific ASDAN activity:</p>	<p>ASDAN Maths End of year maths games / activities</p>

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Day and Subject	Week 22: 1 st June	Week 23: 8 th June	Week 24: 15 th June	Week 25: 22 nd June	Week 26: 29 th June	Week 27: 6 th July	Week 28: 13 th July
Tuesday	Tuesday (2)	Tuesday (9)	Tuesday (16)	Tuesday (23)	Tuesday (30)	Tuesday (7)	Tuesday (14)
Maths	<p><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: Catch up and finishing of previous work</p> <p><u>NSSL Maths</u> Catch up and finishing of previous work</p>	<p>Assembly preparation</p>	<p><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: 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: 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> End of year Maths games / activities</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:</p> <ul style="list-style-type: none"> Inference Summarise language analysis <p>READING LESSON 1 Joint reading of non-fiction text "Red 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:</p> <ul style="list-style-type: none"> Inference Summarise language analysis <p>READING LESSON 2 Joint reading of non-fiction text "Red Planet" Exercises on identifying factual information - 2</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:</p> <ul style="list-style-type: none"> Inference Summarise language analysis <p>READING LESSON 3 Exploring alternative/complimentary texts to "Blue Planet" Exercises on identifying 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:</p> <ul style="list-style-type: none"> Inference Summarise language analysis <p>READING LESSON 4 Exploring alternative/complimentary texts to "Blue Planet" Exercises on identifying 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:</p> <ul style="list-style-type: none"> Inference Summarise language analysis <p>READING LESSON 5 Reading poetry associated with natural world - 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:</p> <ul style="list-style-type: none"> Inference Summarise language analysis <p>READING LESSON 6 Reading poetry associated with natural world - 2</p>	<p>Reading: Entry Level 3 End of year English / Literacy games / activities</p>

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			interpreting factual information.	interpreting factual information.			
Community & Challenge	<p>Challenge / History: HISTORY: LO: I have explored how past events have shaped the modern world.</p> <p>Success criteria: - I can sequence some events, artefacts or historical figures on a timeline using dates. - I can accurately order an increasing number of significant events, movements and dates on a timeline using dates. - I can accurately use dates and terms to describe historical events.</p> <p>Context: Environmental history: Chronology of climate change (Climate change: https://www.twinkl.co.uk/resource/uks2-what-is-climate-change-powerpoint-t2-g-2567177 Note: There are powerpoints for</p>	<p>Community / Geog.: GEOG lesson 1: Where in the World? Students to recognise that people live in different parts of the world with different climates and environments. Look at UK, Kenya, Brazil, India. Discuss climate. Show pics and clips. Match weather cards to country.</p>	<p>Challenge / History: HISTORY: LO: I am exploring how past events have shaped the modern world. (Industrial revolution: https://www.twinkl.co.uk/resource/uks2-the-industrial-revolution-t-h-290</p> <p>HISTORY: LO: I am exploring how past events have shaped the modern world.</p> <p>Success criteria: - I can describe how things have changed and remained the same (and continuity) to an aspect of a period of history. - I can explain how some causes may be more significant than others and how some causes are less significant than others. - I can identify historically significant events from a period of history and explain</p>	<p>Community / Geog.: GEOG lesson 2: Food around the World. Smell boxes: coconut, cocoa powder, banana, bread. Guess the smell. Taste different foods. Discuss why crops grow in hot climates. Vote for fav food. Create a class world food chart.</p>	<p>Challenge / History: HISTORY: LO: To recognise and describe the contributions of significant historical figures through short biographies, visual aids and simplified texts.</p> <p>Success criteria: - Using pictures, I can communicate what I have learnt about historically significant people. (L8) - I can research to find out about the past and communicate what I have found. (L8) - I can identify historically significant people from a period of history and explain how (L9) and why (L10) they were significant.</p> <p>Context: Young Environmental Activist / Greta Thunberg</p> <p>(Young environmental</p>	<p>Community / Geog.: GEOG: Lesson 3: Homes and Daily Life. Show pictures of homes around the world, discuss why they are like they are. Create a house from a country using lego, clay, wooden sticks. Discuss adaptations.</p>	<p>Community / History End of year history / Geography games / activities</p>

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	<p>different year groups available Climate through time: https://www.twinkl.co.uk/resource/environmental-history-climate-through-time-the-stone-age-until-today-ks2-timeline-t-h-1726607288)</p> <p>Main teach / activity: Introducing the pupils to the topic 'Environmental history' teaching them about what Climate change is and then teaching them how 'Climate through time'. History focus is to teach about chronology (refer to the lanes to see the progression from Lane 1 - 9).</p>		<p>how they were significant. (Note: Refer to lanes for step up / step down)</p> <p>Context: How was the climate changed by the industrial revolution?</p> <p>Main teach / activity: Teach the pupils about what the Industrial Revolution was as a significant historical event and then teach what the impact was on the Climate i.e. the impact on modern day.</p>		<p>activists: https://www.twinkl.co.uk/resource/young-eco-warriors-powerpoint-cfe-ss-1630918253 Greta Thunberg: https://www.twinkl.co.uk/resource/young-eco-warriors-powerpoint-cfe-ss-1630918253)</p> <p>Main teach/ activity: Teach the pupils about what an activist is, why they are significant in history. Could refer to other activists linked to other areas of history e.g. Rosa Parks, Black history. Explain that they influence significant change. Focus on environmental activist and how the impact they have had. Introduce Greta Thunberg and her role in history. Research to find information about her and communicate what they have found.</p> <p>Resources:</p>		
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Day and Subject	Week 22: 1 st June	Week 23: 8 th June	Week 24: 15 th June	Week 25: 22 nd June	Week 26: 29 th June	Week 27: 6 th July	Week 28: 13 th July
Wednesday	Wednesday (3)	Wednesday (10)	Wednesday (17)	Wednesday (24)	Wednesday (1)	Wednesday (8)	Wednesday (15)
Challenge	<p>Challenge (part 1) DT: Making a bird feeder & bird food (this may extend to 3-4 lessons) 1. Look at pictures of bird feeders, bring in some example bird feeders if you have any https://www.twinkl.co.uk/resource/event-resource-the-big-garden-bird-watch-tee-1702553088 2. Discuss what different birds like to eat</p>	<p>Challenge (part 2) DT: Making a bird feeder & bird food (this may extend to 3-4 lessons) 1. Look at pictures of bird feeders, bring in some example bird feeders if you have any https://www.twinkl.co.uk/resource/event-resource-the-big-garden-bird-watch-tee-1702553088 2. Discuss what different birds like to eat</p>	<p>Assembly preparation</p>	<p>Challenge (part 3) DT: Making a bird feeder & bird food (this may extend to 3-4 lessons) 1. Look at pictures of bird feeders, bring in some example bird feeders if you have any https://www.twinkl.co.uk/resource/event-resource-the-big-garden-bird-watch-tee-1702553088 2. Discuss what different birds like to eat</p>	<p>Challenge (part 1) Science: Human Lifecycle & Growing up: Note - the RSE aspects of growing up will be covered in PHSCE. Do not focus on these aspects as they are taught in single-sex groups.. 1. Discuss the lifecycle of humans. Use the following presentation as required https://www.twinkl.co.uk/resource/the-human-life-cycle-t-sc-1662131931</p>	<p>Challenge (part 2) Science: Human Lifecycle & Growing up: Note - the RSE aspects of growing up will be covered in PHSCE. Do not focus on these aspects as they are taught in single-sex groups.. 1. Discuss the lifecycle of humans. Use the following presentation as required https://www.twinkl.co.uk/resource/the-human-life-cycle-t-sc-1662131931</p>	<p>Challenge End of year challenge games / activities</p>

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	<p>https://www.twinkl.co.uk/resource/event-resource-the-big-garden-bird-watch-tee-1702553088</p> <p>3. Make a bird feeder and/or bird food</p> <p>https://www.twinkl.co.uk/resource/t-he-723-toilet-roll-bird-feeder-craft-instructions</p> <p>https://www.twinkl.co.uk/resource/apple-bird-feeder-craft-instructions-t-d-1737969983</p>	<p>https://www.twinkl.co.uk/resource/event-resource-the-big-garden-bird-watch-tee-1702553088</p> <p>3. Make a bird feeder and/or bird food</p> <p>https://www.twinkl.co.uk/resource/t-he-723-toilet-roll-bird-feeder-craft-instructions</p> <p>https://www.twinkl.co.uk/resource/apple-bird-feeder-craft-instructions-t-d-1737969983</p>		<p>https://www.twinkl.co.uk/resource/event-resource-the-big-garden-bird-watch-tee-1702553088</p> <p>3. Make a bird feeder and/or bird food</p> <p>https://www.twinkl.co.uk/resource/t-he-723-toilet-roll-bird-feeder-craft-instructions</p> <p>https://www.twinkl.co.uk/resource/apple-bird-feeder-craft-instructions-t-d-1737969983</p>	<p>https://www.twinkl.co.uk/resource/t-t-7230-growing-up-powerpoint</p> <p>2. Use some/all of the following resources, or others that you feel are useful, to help with understanding growing up</p> <p>https://www.twinkl.co.uk/resource/growing-and-changing-cut-and-stick-activity-sheet-roi-sphe-56</p> <p>https://www.twinkl.co.uk/resource/t-sc-413-human-growth-photo-timeline-activity-sheet</p> <p>https://www.twinkl.co.uk/resource/cfe-p-160-what-does-a-baby-need-cut-and-stick-activity</p>	<p>https://www.twinkl.co.uk/resource/t-t-7230-growing-up-powerpoint</p> <p>2. Use some/all of the following resources, or others that you feel are useful, to help with understanding growing up</p> <p>https://www.twinkl.co.uk/resource/growing-and-changing-cut-and-stick-activity-sheet-roi-sphe-56</p> <p>https://www.twinkl.co.uk/resource/t-sc-413-human-growth-photo-timeline-activity-sheet</p> <p>https://www.twinkl.co.uk/resource/cfe-p-160-what-does-a-baby-need-cut-and-stick-activity</p>	
Work Experience & PFA	<p>Various work experience and PFA activities, including: Tidy outside areas Lay out lunch tables Wash and tidy minibuses Tidy inside areas (hall, corridors, resource cupboards) Simple 'around-the-home-tasks' in</p>	<p>Various work experience and PFA activities, including: Tidy outside areas Lay out lunch tables Wash and tidy minibuses Tidy inside areas (hall, corridors, resource cupboards) Simple 'around-the-home-tasks' in</p>	<p>Various work experience and PFA activities, including: Tidy outside areas Lay out lunch tables Wash and tidy minibuses Tidy inside areas (hall, corridors, resource cupboards) Simple 'around-the-home-tasks' in</p>	<p>Various work experience and PFA activities, including: Tidy outside areas Lay out lunch tables Wash and tidy minibuses Tidy inside areas (hall, corridors, resource cupboards) Simple 'around-the-home-tasks' in</p>	<p>Various work experience and PFA activities, including: Tidy outside areas Lay out lunch tables Wash and tidy minibuses Tidy inside areas (hall, corridors, resource cupboards) Simple 'around-the-home-tasks' in</p>	<p>Various work experience and PFA activities, including: Tidy outside areas Lay out lunch tables Wash and tidy minibuses Tidy inside areas (hall, corridors, resource cupboards) Simple 'around-the-home-tasks' in</p>	<p>Various work experience and PFA activities, including: Tidy outside areas Lay out lunch tables Wash and tidy minibuses Tidy inside areas (hall, corridors, resource cupboards) Simple 'around-the-home-tasks' in</p>

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	kitchen and classroom	kitchen and classroom	kitchen and classroom	kitchen and classroom	kitchen and classroom	kitchen and classroom	kitchen and classroom
English	<p>Writing: Entry Level 3 English Writing (AO2): Purposeful and Sustained Writing Focus on writing involving substantial information and imaginative texts. Focus on skills:</p> <ul style="list-style-type: none"> • Organisation • Expression • Use of standard English <p>WRITING LESSON 1 Writing up factsheets based on our planet topics (individual choice). 1</p>	<p>Writing: Entry Level 3 English Writing (AO2): Purposeful and Sustained Writing Focus on writing involving substantial information and imaginative texts. Focus on skills:</p> <ul style="list-style-type: none"> • Organisation • Expression • Use of standard English <p>WRITING LESSON 2 Writing up factsheets based on our planet topics (individual choice). 2</p>	<p>Writing: Entry Level 3 English Writing (AO2): Purposeful and Sustained Writing Focus on writing involving substantial information and imaginative texts. Focus on skills:</p> <ul style="list-style-type: none"> • Organisation • Expression • Use of standard English <p>WRITING LESSON 3 Writing up factsheets based on our planet topics (individual choice). 3</p>	<p>Writing: Entry Level 3 English Writing (AO2): Purposeful and Sustained Writing Focus on writing involving substantial information and imaginative texts. Focus on skills:</p> <ul style="list-style-type: none"> • Organisation • Expression • Use of standard English <p>WRITING LESSON 4 Writing simple poetry (nature themed). Copying style of simple examples - 1</p>	<p>Writing: Entry Level 3 English Writing (AO2): Purposeful and Sustained Writing Focus on writing involving substantial information and imaginative texts. Focus on skills:</p> <ul style="list-style-type: none"> • Organisation • Expression • Use of standard English <p>WRITING LESSON 5 Writing simple poetry (nature themed). Copying style of simple examples - 2</p>	<p>Writing: Entry Level 3 English Writing (AO2): Purposeful and Sustained Writing Focus on writing involving substantial information and imaginative texts. Focus on skills:</p> <ul style="list-style-type: none"> • Organisation • Expression • Use of standard English <p>WRITING LESSON 6 Writing simple poetry (nature themed). Copying style of simple examples - 3</p>	<p>Writing: Entry Level 3 English Writing (AO2): Purposeful and Sustained Writing Focus on writing involving substantial information and imaginative texts. Focus on skills:</p> <ul style="list-style-type: none"> • Organisation • Expression • Use of standard English <p>WRITING LESSON 7 End of year English / writing games / activities</p>

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Day and Subject	Week 22: 1 st June	Week 23: 8 th June	Week 24: 15 th June	Week 25: 22 nd June	Week 26: 29 th June	Week 27: 6 th July	Week 28: 13 th July
Thursday	Thursday (4)	Thursday (11)	Thursday (18)	Thursday (25)	Thursday (2)	Thursday (9)	Thursday (16)
Maths	<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>Assembly preparation</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> End of year maths games / activities</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 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 2 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 3 Whole class exercise/performance on drama presentation - 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 4 Whole class exercise/performance on drama presentation - 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 5 Whole class exercise/performance on drama presentation - 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 6 Whole class exercise/performance on drama presentation - 4</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 End of year English / writing games / activities</p>

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	reading/speaking in character - 1	reading/speaking in character - 2					
Tearoom & AA/II/SC/TP	<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) Talk about healthy and</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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	Talk about healthy and unhealthy foods (lane 5)	Talk about healthy and unhealthy foods (lane 5)	Talk about healthy and unhealthy foods (lane 5)	Talk about healthy and unhealthy foods (lane 5)	Talk about healthy and unhealthy foods (lane 5)	unhealthy foods (lane 5)	Talk about healthy and unhealthy foods (lane 5)
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Friday	Friday (5)	Friday (12)	Friday (19)	Friday (26)	Friday (3)	Friday (10)	Friday (17)
Cooking	Challenge / DT Summer healthy salad 1	Challenge / DT Carrot cake	Challenge / DT Ice cream sundae	Challenge / DT Summer healthy salad 1	Challenge / DT Enterprise fair cooking	Challenge / DT Enterprise fair cooking	Challenge / DT End of term cooking treat
PE	Individuality / PE (Part 1) 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.	Individuality / PE (Part 2) 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.	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	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	Individuality / PE Cricket - Batting + Game LO: To accurately replicate the basic batting grip and drive technique. To understand the importance of movement, timing and preparation for an effective batting drive. Warm up: Group led. Ask students to think about an appropriate warm up. Including an light pulse raiser and stretching. Game of Rondo (see activity 5), in small groups focus on rolling, throwing and catching. Recap on prior learning. Skill development: Introduce learners to batting technique. TP's Stance & Grip, action, high elbow, head over ball. In small	Individuality / PE Cricket - Batting + Game LO: To accurately replicate the basic batting grip and drive technique. To understand the importance of movement, timing and preparation for an effective batting drive. Warm up: Group led. Ask students to think about an appropriate warm up. Including an light pulse raiser and stretching. Game of Rondo (see activity 5), in small groups focus on rolling, throwing and catching. Recap on prior learning. Skill development: Introduce learners to batting technique. TP's Stance & Grip, action, high elbow, head over ball. In small	Individuality / PE End of term PE activities

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	<p>Skill Development: Demonstrate long barrier TPs eyes on 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 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>Skill Development: Demonstrate long barrier TPs eyes on 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 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>become more 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 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 successful 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>	<p>become more 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 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 successful 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>	<p>groups, students to hit a ball off a cone/ tee, fielders stopping the ball. Reset ball on tee. Rotate roles. Progress onto batting from underarm throw. Students can progress onto overarm throw. Peer assessment: Students have to observe partners position and provide feedback. use TPs to support learning etc 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 successful 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>	<p>groups, students to hit a ball off a cone/ tee, fielders stopping the ball. Reset ball on tee. Rotate roles. Progress onto batting from underarm throw. Students can progress onto overarm throw. Peer assessment: Students have to observe partners position and provide feedback. use TPs to support learning etc 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 successful 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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