

Treacle Class Key Stage 4 Medium Term Plan Winter 1 2025

Day and Subject	Week-37 (8 Sept)	Week-38 (15 Sept)	Week-39 (22 Sept)	Week-40 (29 Sept)	Week-41 (6 Oct)	Week-42 (13 Oct)	Week-43 (20 Oct)
Monday							
Art & Music	<p><u>Launch Activity:</u> Music: finding notes Art: Artistic jobs exploration</p>	<p><u>Activity 1 (music):</u> <u>Lesson1</u> Listen to the performance of Dona nobis pacem performed by Chorus Niagara Children's Choir (up to 2:37). https://www.youtube.com/watch?v=gKz_aBRhClk While listening pose the following questions: Can they make out any of the words that the choir are singing? What language are the choir singing in? (Latin.) How many different words are there in the piece? (3: Dona, nobis, and pacem. Explain that the words translate as 'Grant us peace'.)</p>	<p><u>Activity 2 (art):</u> <u>Lesson 11</u> Take a look at handprint milestones that often occur throughout a baby/toddlers childhood. The hands represent a child's growth and can be used to celebrate milestones such as different birthdays. Together as a class, cover the tables in white paper roll and all choose a colour to print with their hand. The pupils can then go around each other and high five each other to mix and combine colours and print these onto the paper roll. Repeat until the paper roll is full. Can the pupils recognise who's hand is who's as</p>	<p><u>Activity 3 (music):</u> <u>Lesson 2</u> Warm up- https://www.youtube.com/watch?v=6-uleiUnFk Get to know the song from activity 1. Look at the conducting guide on the PowerPoint slide in the folder. Ask pupils to make the shapes of a conductor beating music in 3/4 time. Watch the video again and conduct the choir.</p>	<p><u>Activity 4 (art):</u> <u>Lesson 12</u> Take a look at the pictures tab at the self portrait picture. Pupils can decorate the white paper in any way they like, such as water colours, brusho, tissue paper etc. They can then write or use symbols to describe how they see themselves in the future, such as what job they will like, what their house will look like, how many children they may want etc. Then stick the black paper over the top of the white collage to create a looking into the future silhouette.</p>	<p><u>Activity 5 (music):</u> <u>Lesson 3</u> Complete one of the 2 previous warm ups (Launch or session 2) then look at the score of the music in bars 21 to 28 in the whiteboard. https://www.singup.org/song-bank/song/200-dona-nobis-pacem-give-us-peace/ Can you follow the score and draw the shape of the pitch in the air? Can you find where the melody moves by step and where it moves by leap? Loop these bars and join in with the performance track. (Open up the whiteboard music, select the bars you want to repeat as if highlighting text</p>	<p><u>Activity 6 (art):</u> <u>Lesson 13</u> All pupils will be turning 16 during KS4. Pupils to decorate photo frame provided, this can then be gifted to them on their 16th birthday</p>

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			well as name the colours on the sheet.			and press play, it will just play these bars)	
Enterprise & PHSCE	<p>PHSCE Lesson 1:</p> <p>LO: I have learned strategies for emotional resilience and dealing with stress utilising the embedded strategy Zones of Regulation</p> <p>Suggested activities:</p> <ul style="list-style-type: none"> - Show short video clips of teens experiencing stress (e.g., before exams, during conflict). <p>Group brainstorm of calming strategies using visuals (breathing, counting, music, fidget tools, asking for help). Students create a personal "Toolbox Poster": in each colored zone, draw or write one strategy that works for them.</p>	<p>Enterprise:</p> <p>Select enterprise project from the following list</p> <p>"Scent-sational Sachets" or "Calm Kits"</p> <p>"Recycled Paper Greeting Cards"</p> <p>Customized T-shirt Design</p>	<p>PHSCE Lesson 2:</p> <p>LO: I understand the importance of maintaining an active lifestyle for physical and mental well-being</p> <p>Suggested activities:</p> <ul style="list-style-type: none"> - link to a PE lesson and discuss how movement can help us to feel better. Discuss with pupils how they feel before and after PE using ZOR - Create a personalised 'active week' plan using symbols/photographs to encourage students to move more at home and at school - Sort active and not active pictures - how do you think people are feeling in these pictures 	<p>Enterprise:</p> <p>Make a list of materials we need to make our enterprise project.</p> <p>AA/II/SC/TP if time allows.</p>	<p>PHSCE Lesson 3:</p> <p>LO: I understand the importance of maintaining a healthy lifestyle, including diet, sleep and managing stress</p> <p>Suggested activities:</p> <ul style="list-style-type: none"> - Show images/video clips of healthy and unhealthy life styles e.g eating vegetables and eating lots of sweets, getting an early night vs getting a very late night - Create whole class ideas about how to have a healthy diet/good sleep pattern and less stress (use of symbols if needed) - Create and send home a healthy habits diary - Practice calming techniques and relaxation - use of 	<p>Enterprise:</p> <p>Visit supermarket to buy materials and get ideas.</p>	<p>PHSCE Lesson 4:</p> <p>LO: I have explored the risks associated with drugs, alcohol and tobacco</p> <p>Suggested activities:</p> <ul style="list-style-type: none"> - Explicitly teaching about drugs, alcohol and tobacco and what they are - use of symbols to help teach this - Discuss difference between medicines we take to make us better and drugs - Plenty of ideas on Twinkl - Sort images - helpful and harmful or safe and unsafe <p>NSSL Teaching stop and no using core word activities and use of core word boards.</p>

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	Focus on OCR-set texts for teaching & assessment <u>Focus on skills:</u> <ul style="list-style-type: none">• Inference• Summarise• language analysis	Focus on OCR-set texts for teaching & assessment <u>Focus on skills:</u> <ul style="list-style-type: none">• Inference• Summarise• language analysis	Focus on OCR-set texts for teaching & assessment <u>Focus on skills:</u> <ul style="list-style-type: none">• Inference• Summarise• language analysis	Focus on OCR-set texts for teaching & assessment <u>Focus on skills:</u> <ul style="list-style-type: none">• Inference• Summarise• language analysis	Focus on OCR-set texts for teaching & assessment <u>Focus on skills:</u> <ul style="list-style-type: none">• Inference• Summarise• language analysis	Focus on OCR-set texts for teaching & assessment <u>Focus on skills:</u> <ul style="list-style-type: none">• Inference• Summarise• language analysis	Focus on OCR-set texts for teaching & assessment <u>Focus on skills:</u> <ul style="list-style-type: none">• Inference• Summarise• language analysis
Community & Challenge	Community: TBC	Challenge: Science Session 1: Groups of animals - 1 1. Go through the following presentation on groups of animals https://www.twinkl.co.uk/resource/t2-s-206-grouping-animals-powerpoint 2. Complete the following matching/sorting game: https://www.twinkl.co.uk/resource/t-t-19730-animal-groups-sorting-cards-photos 3. Complete the 'Odd-one-out' activity https://www.twinkl.co.uk/resource/animal-groups-odd-	Challenge: Science Session 2: Groups of animals -2 1. Continue to look at animal groups. Sort animals into sets using the following worksheet: https://www.twinkl.co.uk/resource/t-t-18578-sorting-animals-into-sets-worksheet 2. Play the following interactive sorting game as a class: https://www.twinkl.co.uk/resource/animal-groups-interactive-sorting-game-t-sc-1734086872 3. Get class to choose their favourite animals,	Challenge: Science Session 3: Animals in their habitats - 1 1. Go through the following presentation on animals and habitats. https://www.twinkl.co.uk/resource/esl-animal-habitats-powerpoint-t-t-4796 2. Complete the following matching game: https://www.twinkl.co.uk/resource/t-t-20508-animals-and-their-habitats-matching-activity 3. Watch 'The Wolves of Yellowstone' https://www.youtube.com/watch?v=ysa5OBhXz-Q	Challenge: Science Session 4: Animals in their habitats - 2 1. Recap on previous less using the powerpoint from last lesson. 2. Printout and complete the following sorting activity https://www.twinkl.co.uk/resource/t-sc-169-woodland-and-ocean-habitats-animal-sorting-activity-sheet 3. Get class to choose some countries of the world using Google maps. Discuss what animals you might find there. Find	Challenge: Science Session 4: Herbivore, Omnivore and Carnivore 1. Go through the following presentation: https://www.twinkl.co.uk/resource/t-t-8642-identifying-herbivores-carnivores-and-omnivores-powerpoint-task-setter-and-activity 2. Complete the following sorting activity in small groups and discuss everyone's choices: https://www.twinkl.co.uk/resource/t-sc-054-omnivore-carnivore-or-herbivore-venn-	Community: TBC

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	<p>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>Activity – a phone call to the office</p>	<p>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>Activity – a phone call to an information line or external person</p>	<p>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>Activity – reading a written text to class 1</p>	<p>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>Activity – reading a written text to class 2</p>	<p>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>Activity – class team discussions 1</p>	<p>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>Activity – class team discussions 2</p>	<p>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>Activity – Choosing presentation</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>	<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	<p><u>Recipe:</u> Rainbow Fruit Skewers</p> <p><u>Skills:</u></p>	<p><u>Recipe:</u> "Magic" Mug Cake</p> <p><u>Skills:</u> Measuring, stirring, patience.</p>	<p><u>Recipe:</u> "Build Your Own" Pizza Faces</p> <p><u>Skills:</u></p>	<p><u>Recipe:</u> Simple Smoothie Popsicles</p> <p><u>Skills:</u></p>	<p><u>Recipe:</u> Gluten-free Banana Oat Pancakes</p> <p><u>Skills:</u></p>	<p><u>Recipe:</u> Baked Chicken Nuggets with Homemade Sauce</p>	<p><u>Recipe:</u> Chocolate Rice Krispie Treats</p> <p><u>Skills:</u></p>

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	Patterning, fine motor (grasping), colour identification		Spreading, assembling, creativity	Pouring, mixing, measuring	Pouring, mixing, measuring	<u>Skills:</u> Measuring, stirring, patience, kitchen appliances	Measuring, stirring, patience, kitchen appliances
PE	<p><u>Lesson 9:</u> Tag Rugby</p> <p>LO: To be able to perform fundamental rugby handling skills including passing and catching.</p> <p>In groups, how many times can they pass the ball to each other in 30 seconds? Try different ways.. rolling it, passing it, bouncing? What's the most efficient way? Repeat activity. Small Sided Game: Split into groups of 4/5. Highlight the try lines (each end of hall/ outside) are where students can score a 'try'. TPs' ball must be placed over the line.</p>	<p><u>Lesson 10:</u> Tag Rugby</p> <p>LO: To develop understanding and knowledge of how to tackle correctly.</p> <p>Split into groups of 4/5. Highlight the try lines (each end of hall/ outside) are where students can score a 'try'. TPs' ball must be placed over the line. Students to wear tag belts/ bibs in shorts. Students can now only pass backward. Defenders can intercept or pull a bib out to stop play. Attackers have x5 attempts to score a try before being turned over to the other team.</p>	<p><u>Lesson 11:</u> Tag Rugby</p> <p>LO: To use basic movement and evasive running skills.</p> <p>In small groups, learners to run out place ball on line (i.e. how to score a try) and run back + pop ball up to next player. Develop onto small pass when returning back to partner. Emphasise passing from the waist, accuracy & control. Introduce cones to simulate opponents. Learners repeat activity but zig zag around 'opponents'. Relay race between groups.</p>	<p><u>Lesson 12:</u> Tag Rugby</p> <p>LO: To apply skills in game play to demonstrate understanding and level of performance</p> <p>Split class into 4 lines. Learners to walk/run as a 4, passing the ball from 1 end to another. Repeat activity focussing on passing backwards. Introduce defenders. Defenders 'win' by intercepting ball or pull tag/bib from player. Split class into groups. 2v1 in a small area Ways to outwit an opponent: draw defender in and pass or fake pass. Defender to intercept ball or pull tag/bib.</p>	<p><u>Lesson 13:</u> Outdoor Advenuturous Activities</p> <p>LO: To develop interpersonal skills in order to communicate with others</p> <p>In groups, give each team an object eg balloon. Learners have to move the balloon from one area to another without it touching the floor. Progress onto all players have to touch the balloon. Race other teams over a set distance. Set up obstacles such as hurdles which players have to get over. Change apparatus eg hoops, basketball.</p>	<p><u>Lesson 14:</u> Outdoor Advenuturous Activities</p> <p>LO: To work cooperatively in pairs or small groups</p> <p>Cross the River. Students are assigned certain equipment (bench, mat, pads, hoops) and have to get from one side of the gym to the other and back again using the equipment. If a member of a team falls in the river, the team go back to the start. Introduce blindfolds to challenge students. Repeat activity but teams have to carry something such as a crate/ balloon which cannot be held.</p>	<p><u>Lesson 15:</u> Outdoor Advenuturous Activities</p> <p>LO: Recognise and use basic map symbols</p> <p>Students are given a Marker Treasure Hunt and Map (found in Orienteering folder in shared drive). Students have to navigate the map and find the correct control point around school. Can students complete each activity in given time. Rotate Treasue Hunt activity sheets (6 in total).</p>

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