

**Medium Term Plan 2023 / 2024**

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| **Term** | **Spring Cycle 1** | **Theme** | **My Environment** | **Subject area** | **Careers** |
| **INTENT****Learning Intentions** | **IMPLEMENTATION****Key Learning Activities*****.*** | **IMPACT** |
| ***Brief explanation of the learning outcomes, building a sequence of learning.*** | ***Ideas of how the outcomes will be achieved, including possible tasks, activities etc. developing Knowledge and Skills. Sequences should build on previous learning.*** | ***National Curriculum References.*** |
| **ASDAN Raising Aspirations****Skills Builder:** Speaking, Listening, Aiming High, Staying Positive. | **Explorer** | **Engager** | **Challenger** | **CDI Framework****Gatsby Benchmarks** |
| Students to recognise places in their local community  | Students to recap on places in the community.Students to recognise places of interest in the community.e.g wanting to play – choosing to visit the park.Student to visit places, | Students to recap on places in the community.Students to be able to recognise the range of places in the community can meet different needs.e.g visit the shop for food, visit the chemist for medicine.To develop knowledge of the different places that can help us.Students to visit a range of places and recognise who works there and the different jobs that they have. | Students to recap on places in the community.Students to be able to recognise the range of places in the community can meet different needs.e.g visit the shop for food, visit the chemist for medicine.To develop knowledge of the different places that can help us.Students to develop further by expanding on what each of the places offer and why.Student to recognise the different job roles, and where it allows to ask questions to employees about the service they provide to the local community. | CDI Framework Grow throughout lifeExplore possibilities See the big picture GBM 1 – stable careers programmeGBM – 3 – addressing the needs of the pupilsGBM – 4 – linking curriculum to careersGBM – 5 – encounters with employers and employees |
| Students to visit a shop | Students to plan a visit the local shop. Students to recognise their routine and how to keep safe.Students to recognise who can help. | Students to plan a visit the local shop. Students to recognise their routine and how to keep safe.Students to recognise the location and navigate their way there with support. Students to demonstrate keeping safe.Students to recognise who can help – provide opportunities for students to ask questions. | Students to plan a visit the local shop. Students to recognise their routine and how to keep safe.Students to recognise the location and navigate their way there with support. Students to demonstrate keeping safe, recall when how they kept safe.Students to develop increased independence when in the shop – purchasing goods, asking for help. | CDI Framework Grow throughout lifeExplore possibilities See the big picture GBM 1 – stable careers programmeGBM – 3 – addressing the needs of the pupilsGBM – 4 – linking curriculum to careersGBM – 5 – encounters with employers and employees |
| Students to visit a cafe | Students to plan a visit the local Cafe. Students to recognise their routine and how to keep safe.Students to recognise who can help if needed.Students to develop skills to help manage a new environment.Student opportunities for speaking and listening. | Students to plan a visit the local cafe. Students to recognise the location of where they are going. Students to demonstrate keeping safe. Students to recognise who can help – provide opportunities for students to ask questions.Students to develop ways of asking for what they would like. | Students to plan a visit the local Cafe. Students to recognise their routine and how to keep safe.Students to recognise the location and navigate their way there with support. Students to demonstrate keeping safe, recall when how they kept safe.Students to develop increased independence when in the cafe – purchasing goods, asking for help, identifying somewhere suitable to sit. | CDI Framework Grow throughout lifeExplore possibilities See the big picture GBM 1 – stable careers programmeGBM – 3 – addressing the needs of the pupilsGBM – 4 – linking curriculum to careersGBM – 5 – encounters with employers and employees |
| Students to visit a library | Students to plan a visit a local library. Students to recognise who can help if needed.Students to develop skills to help manage a new environment.Student opportunities for speaking and listening. Students to have opportunities to read and have books read to them.Students to have the opportunity to explore. | Students to plan a visit the local Library or a library in the wider community Students to recognise the location of where they are going. Students to demonstrate keeping safe when exploring the library. Students to recognise who can help – provide opportunities for students to ask questions. Where, how, who?Students to develop ways of asking for what they would like.Students to explore the library and develop an awareness of the library process and how it meets community needs. | Students to plan a visit the local library. Students to recognise their routine and how to keep safe.Students to recognise the location and navigate their way there with support. Students to demonstrate keeping safe, recall when how they kept safe.Students to develop increased independence when in the LibraryStudents to recognise who can help – provide opportunities for students to ask questions. Where, how, who?Students to develop ways of asking for what they would like.Students to explore the library and develop an awareness of the library process and how it meets community needs. | CDI Framework Grow throughout lifeExplore possibilities See the big picture GBM 1 – stable careers programmeGBM – 3 – addressing the needs of the pupilsGBM – 4 – linking curriculum to careersGBM – 5 – encounters with employers and employees |
| Students to visit a park | Students to visit the park – students to explore new parks if possible. These could be a range of parks including play parks, nature parks etc.Students to explore. | Students to visit a range of parks.Students to recognise what a park offers to the community and the number of parks which support the local community.Students explore the differences and what is good or not so good about the facilities. | Students to visit a range of parks.Students to recognise what a park offers to the community and the number of parks which support the local community.Students explore the differences and what is good or not so good about the facilities.Students to investigate who looks after the local parks.Potential opportunity to arrange a session with those who look after the parks. | CDI Framework Grow throughout lifeExplore possibilities See the big picture GBM 1 – stable careers programmeGBM – 3 – addressing the needs of the pupilsGBM – 4 – linking curriculum to careersGBM – 5 – encounters with employers and employees |
| Students to learn about how they can look after their environment. | Students to explore ways of looking after the environment.Students to look at ‘pollution’ and look at ways that they can help – class litter pick, recycling in the classroom – involve the Eco Council member to lead and feed back to council sessions. | Students to explore and engage in ways to look after their local environment.Students to look at ‘pollution’ and look at ways that they can help – class litter pick, recycling in the classroom – involve the Eco Council member to lead and feed back to council sessions. | Students to research how they can look after their local environment and wider areas.Students to look at what are the main concerns locally – litter, danger to wildlife, air pollution etc.What can they do to help? Students to challenge themselves as to what they can do as a class to help.involve the Eco Council member to lead and feed back to council sessions. | CDI Framework Grow throughout lifeExplore possibilities See the big picture GBM – 4 – linking curriculum to careersGBM – 5 – encounters with employers and employees |
| Students to learn about recycling  | Student to build on previous learning about looking after the environment. Students to explore the world of recycling.Students to explore the local recycling centre. | Student to build on previous learning about looking after the environment. Students to explore the world of recycling.Students to explore the local recycling centre.Students to develop an awareness of why we recycling. | Student to build on previous learning about looking after the environment. Students to explore the world of recycling.Students to explore the local recycling centre.Students to develop an awareness of why we recycling and how recycling can help the environment. Students to learn about new items made from recycled materials. | CDI Framework Grow throughout lifeExplore possibilities See the big picture GBM 1 – stable careers programmeGBM – 3 – addressing the needs of the pupilsGBM – 4 – linking curriculum to careersGBM – 5 – encounters with employers and employees |
| Students to learn about wildlife  | Students to explore wildlife and wildlife in their local areaOpportunities to visit beacon country park or martin mere.Students to explore through story telling the wildlife that we see.Percy Park Keeper stories could support. | Students to explore wildlife and wildlife in their local areaOpportunities to visit beacon country park or martin mere.Students to spend time talking to local rangers or those who work for the canal and river trust. | Students to explore wildlife and wildlife in their local areaOpportunities to visit beacon country park or martin mere.Students to spend time talking to local rangers or those who work for the canal and river trust.Students to go on minibeast hunts supported by the local rangers. | Ranger contact details hannah.murphy@westlancs.gov.ukGBM 1 – stable careers programmeGBM – 3 – addressing the needs of the pupilsGBM – 4 – linking curriculum to careersGBM – 5 – encounters with employers and employees |
| Students to learn about growing plants | Students to explore plants and how plants grow form seed.Students to explore a range of plants – growing beans, growing sunflowers from seed, growing cress.Students to learn the sequence of planting a seed and recognise what a seed needs to grow.Students to use equipment safely. | Students to explore plants and how plants grow form seed.Students to explore a range of plants – growing beans, growing sunflowers from seed, growing cress.Students to learn the sequence of planting a seed and recognise what a seed needs to grow.Students to name some of the parts of a plant.Students to recognise the equipment needed. | Students to explore plants and how plants grow form seed.Students to explore a range of plants – growing beans, growing sunflowers from seed, growing cress.Students to learn the sequence of planting a seed and recognise what a seed needs to grow.Students to name some of the parts of a plant and the importance of each of these plant parts.Students to recognise and name the tools needed and why. | CDI Framework Grow throughout lifeExplore possibilities See the big picture GBM 1 – stable careers programmeGBM – 3 – addressing the needs of the pupilsGBM – 4 – linking curriculum to careers |
| Students to learn about what can harm them; smoking, alcohol, drugs, medicines. | Students to learn about themselves and how they keep healthy.Students to learn about good and bad choices.Students to learn about who can help them in the community. Students to experience visiting a chemist.Potential opportunity to link in with the school nurse. | Students to learn about themselves and how they keep healthy.Students to learn about good and bad choices.Students to learn about the impact of smoking, alcohol, drugs and medicines.Students to learn about who can help them in the community. Students to experience visiting a chemist.Potential opportunity to link in with the school nurse. | Students to learn about themselves and how they keep healthy.Students to learn about good and bad choices.Students to learn about the impact of smoking, alcohol, drugs and medicines.Students to learn about who can help them in the community. Students to experience visiting a chemist.Potential opportunity to link in with the school nurse and other community professionals if possible. | CDI Framework Grow throughout lifeGBM 1 – stable careers programmeGBM – 3 – addressing the needs of the pupilsGBM – 4 – linking curriculum to careersGBM – 5 – encounters with employers and employees |
| Students to learn about dangers in the home; garden, kitchen, bathroom. | Students to learn about keeping safe in a range of environments.Students to use planned sessions in the cookery room to develop an understanding of keeping safe in different environments.Students to have experience of learning in the horticultural area to develop an awareness of what is needed to keep safe etc. | Students to learn about keeping safe in a range of environments.Students to use planned sessions in the cookery room to develop an understanding of keeping safe in different environments.Students to have experience of learning in the horticultural area to develop an awareness of what is needed to keep safe etc.Students to recognise immediate dangers and what to do to keep safe in a range of environments. | Students to learn about keeping safe in a range of environments.Students to use planned sessions in the cookery room to develop an understanding of keeping safe in different environments.Students to have experience of learning in the horticultural area to develop an awareness of what is needed to keep safe etc.Students to recognise immediate dangers and what to do to keep safe in a range of environments.Students to develop skills in thinking of potential consequences of actions, what could happen scenarios. | CDI Framework Grow throughout lifeGBM 1 – stable careers programmeGBM – 3 – addressing the needs of the pupils |
| **Key Resources** | **Skills Builder - activities to develop essential skills**[**https://www.tes.com/teaching-resources/blog/primary-money-andme-resources**](https://www.tes.com/teaching-resources/blog/primary-money-andme-resources)**MoneySense from NatWest** [**https://natwest.mymoneysense.com/home/**](https://natwest.mymoneysense.com/home/)**Young Enterprise–Young Money** [**https://www.young-enterprise.org.uk/**](https://www.young-enterprise.org.uk/)**West Lancs Rangers -**  [**https://www.westlancs.gov.uk/leisure-recreation/parks-and-countryside/the-ranger-service.aspx**](https://www.westlancs.gov.uk/leisure-recreation/parks-and-countryside/the-ranger-service.aspx)**Veolia Recycling Centre Halton -**  [**https://www.merseyside-and-halton.veolia.co.uk/learningresources**](https://www.merseyside-and-halton.veolia.co.uk/learningresources)**Template for interviewing an adult -**  [**https://resources.careersandenterprise.co.uk/sites/default/files/2021-02/Interviewing%20an%20Adult%20SEND%20-%20Activity.pdf**](https://resources.careersandenterprise.co.uk/sites/default/files/2021-02/Interviewing%20an%20Adult%20SEND%20-%20Activity.pdf)**Learning about Wildlife -**  [**https://www.worldwildlife.org/teaching-resources**](https://www.worldwildlife.org/teaching-resources) |