

MEDIUM TERM PLAN: Community Visits



| Unit Title: Community Visits | No of weeks: 6 | Class: 8S | Term: Summer 1 | |
|---|--|--|-----------------------|---------------------------|
| Aim: | | | | |
| Assessment Framework links: | | Cross-Curricular Links | | |
| Opportunities for developing Reading skills: | | Opportunities for developing Oracy skills: | | |
| Prior Learning Links: | | | | |
| Lesson | Learning Objective | Activities | Key Words | Resources/ Visuals |
| 1 | To understand how to stay safe when travelling in the community and prepare for a short local journey. | <p>Introduce community travel routines using photos, symbols or short video clips.</p> <p>Talk about waiting safely, staying with the group, listening to adults and keeping belongings with you.</p> <p>Practise standing back from a platform edge and stepping on and off safely using a taped line or bench to represent the gap.</p> <p>Look at train tickets and discuss how to keep a ticket safe.</p> <p>Plan the route for the Waitrose Wokingham trip and identify who to ask for help if worried or unsure.</p> | | |
| 2 | To complete a supported train journey to Waitrose in | Travel from Winnersh station to Wokingham with | | |

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| | <p>Wokingham and shop safely in the community.</p> | <p>support and practise entering through the ticket barrier. Find the correct platform, wait safely, board calmly and find a seat. Walk to Waitrose, Rectory Road, Wokingham, and follow a simple shopping list. Practise looking at prices, choosing items sensibly, queueing and paying with support. Return to school, keeping hold of belongings and ticket throughout the journey.</p> | | |
| <p>3</p> | <p>To understand ticket buying, what to do if plans change, and how to prepare for a charity shop visit.</p> | <p>Look at different ways to buy a ticket, including money, cards or rail cards. Match tickets to prices and talk about how much a ticket costs. Use role play to practise what to do if the barrier does not open or if the train is delayed or cancelled. Identify staff members and trusted adults who can help. Plan the route and expectations for</p> | | |

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| | | visiting Sue Ryder charity shop in Wokingham. | | |
| 4 | To complete a supported train journey to Sue Ryder in Wokingham and take part in a charity shop visit safely. | Buy or collect tickets with support and keep them safe. Travel to Wokingham and board and leave the train safely, moving to the side when needed. Walk to Sue Ryder, 19 Denmark Street, Wokingham, and look for suitable low-cost items. Practise waiting, choosing, paying with support and speaking politely to staff. Return by train and review what went well during the journey and visit. | | |
| 5 | To understand how to organise belongings, follow group safety routines and plan a picnic visit to Dinton Pastures. | Recap how to use ticket barriers, doors and platform signs, and discuss that not all visits need train travel. Pack a small bag for a trip and check that all belongings are ready to take. Talk about walking safely as a group, road safety, waiting together and knowing what to do if separated or worried. | Prices | Ipad/ Laptops. Research sheet. |

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| | | <p>Sequence the steps of the Dinton Pastures visit from leaving school to returning.</p> <p>Plan the picnic activity and discuss how to keep safe in a park setting.</p> | | |
| 6 | <p>To take part in a picnic visit to Dinton Pastures and use safe community travel skills throughout the trip.</p> | <p>Travel to Dinton Pastures Country Park and follow adult instructions throughout the visit. Practise walking safely as a group, waiting together, carrying personal belongings and staying aware of the environment.</p> <p>Take part in the picnic, choosing a place to sit and following simple group safety rules. Enjoy shared activities in the park and practise independence in a community setting.</p> <p>Return to school and reflect on the waiting, safety and community skills used across all three visits.</p> | <p>Ingredients and safety.</p> | <p>Ingredients and equipment.</p> |
| <p>What went well?</p> | | | | |
| <p>Even better if?</p> | | | | |

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| Revisions to be made for next year.... |

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| 1 | To understand what meal planning is. | <p>What is meal planning? Why is it important?</p> <p>How can we meal plan?</p> <p>Look at examples of meal plans and talk about the different information you need to know. (Ingredients, how many people, the food choices)</p> <p>Create own day food choices on worksheet.</p> <p>How can we be safe in the kitchen.</p> <p>Demonstration of unsafe situations- spot them.</p> | Meal planning. Safety. | <p>Hazard spot sheet.</p> <p>Examples of meal prep sheet.</p> <p>Fill out a plan for a days food on sheet.</p> |
| 2 | To make a toasted sandwich safely using a recipe. | <p>Recap what meal planning is. What meal would you have a toasted sandwich for? How do you make it?</p> <p>Step by step on the board- create as a class.</p> <p>Make sandwich.</p> | Recipe and Safety. | |
| 3 | To smartly shop for the best prices. | Guess the price game. | Compare prices | Images, Price of foods, |

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| | | <p>Compare foods at different prices. Which one looks more expensive?</p> <p>Look up a pasta dish recipe and create a shopping list for this. How much would it cost?</p> <p>How many people would it serve?</p> | Shopping list | Laptops/ipads, Shopping list template |
| 4 | To make a pasta dish. | <p>Recap the ingredients they need, checklist them off.</p> <p>Make pasta.</p> <p>WW + EBI.</p> | Ingredients Recipe. | Ingredients and checklist. |
| 5 | To use cupboard foods to plan a meal. | <p>What things might you most likely have in your cupboards?</p> <p>Research, what dishes can they make with that?</p> <p>What else do they need? How much would it cost?</p> <p>Choose the cheapest options they found and make that next week. Talk about the recipe steps they need to do. How can they do it safely?</p> | Prices | Ipad/ Laptops. Research sheet. |
| 6 | To make the cupboard foods dish. | <p>Recap ingredients, steps and safety.</p> <p>Make the dish.</p> <p>WWW + EBI.</p> | Ingredients and safety. | Ingredients and equipment. |
| What went well? | | | | |

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