



Medium Term Planning - Rabbit Class – Autumn 2025 Term 2

	Overview/ Topic	Week 1 3.11.25	Week 2 10.11.25	Week 3 17.11.25	Week 4 24.11.25	Week 5 1.12.25	Week 6 8.12.25	Week 7 15.12.25	
Key events							11 th Nativity and Christmas jumper day		
Maths	Each day there is a different focus:	Monday: Number - subitising							
		Tuesday: Number - 1-1 corresponding							
		Wednesday: Shape, pattern - manipulating							
		Thursday: Measure, space – accuracy							
		Friday: Statistics – comparing							
English	Colour monster Week 1-4	Frequent rereading of the story exploring through senses	'Immerse' in activities relating to the story through play familiarisi ng with routines	'Immerse' in activities relating to the story through play and craft	Immerse' in activities relating to the story through play and craft	Frequent rereading of the new story exploring through senses	Immerse' in activities relating to the story through play	'Immerse' in activities relating to the story through play and craft	
	That's not my Santa Week 5-7								
Early Phonics	Core word of the week	Phonics focuses on early phonological awareness through body percussion and environmental sounds. Engaging with themed songs and rhymes linked to seasons, shapes, animals, weather, the body, Christmas.							
		'more'	'want'	'yes'	'no'	'help'	'go'	'stop'	

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		Core word introduced/modelled through 'bucket', song and story.	Core word introduced/modelled through 'bucket', song and story.	Core word introduced/modelled through 'bucket', song and story.	Core word introduced/modelled through 'bucket', song and story.	Core word introduced/modelled through 'bucket', song and story.	Core word introduced/modelled through 'bucket', song and story.	Core word introduced/modelled through 'bucket', song and story.	
Science	Electricity	Science is taught through daily/weekly provisions linked to the focus topic. Young people are exploring the concept of electricity through hands-on experiences. They are exploring light, heat, sound, and movement, and we will be exploring the idea of 'on' and 'off' through switches and buttons noticing cause-and-effect relationships.							
		movement	movement	light	light	sound	sound	heat	
Art	Performance art	Art is taught through daily/weekly provisions linked to the focus topic. Young people are learning to <u>communicate their preferences</u> , likes and dislikes and <u>express themselves</u> verbally and non-verbally. They are discovering and building upon their <u>mark making skills</u> , recognising that they can <u>communicate meaning</u> to others. Young people are developing their understanding of <u>movement, colour and shape</u> , and <u>experimenting with a wide range of media and tools</u> (e.g. pencils, paint, sticks, chalk, water, sand, crayon, felt tips, poster paint, oil pastels, dough, fabric, sponges, rollers, stamps, scissors)							
	Nativity	Immersing	Immersing	Immersing	Nativity crafts	Nativity crafts	Sensory Christmas	Sensory Christmas	
RSHE	Emotions and feelings	RSHE is taught through daily/weekly provisions linked to the focus topic. Young people are learning to recognise and express their emotions using words, symbols, and actions. They are beginning to understand how to communicate feelings safely and appropriately, including emotions such as happy, sad, angry, and afraid. Young people are becoming aware of how others feel by observing facial expressions, tone of voice, and behaviour, both in real life and through stories and resources. They are developing the ability to express preferences and communicate refusal through learned phrases and gestures.							
		Happy	Happy	Sad	Sad	Angry	Angry	Calm	
RE	Christmas story	RE is delivered through a shared Attention Autism experience, themes relating to different areas of RE, cultural celebrations and symbols will be explored through this experience.							
		fireworks	fireworks	light	light	light	Christmas	Christmas	
Music	Mrs Lewis	Music is delivered through a shared Attention Autism Bucket experience, linking to the themes below each week. A range of instruments are explored, using visuals to support.							

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	Let's make music	What's that Sound? https://www.twinkl.co.uk/resource/whats-that-sound-powerpoint-ausc-1628214251	Copycat Rhythms https://www.twinkl.co.uk/resource/rce/ks1-copycat-rhythms-music-activity-ppt-t-mu-1660034950	Copycat Rhythms https://www.twinkl.co.uk/resource/ks1-copycat-rhythms-music-activity-ppt-t-mu-1660034950	Clapping to the Beat https://www.twinkl.co.uk/resource/ks1-clap-along-to-the-beat-music-activity-t-mu-1678792071	Clapping to the Beat https://www.twinkl.co.uk/resource/ks1-clap-along-to-the-beat-music-activity-t-mu-1678792071	Body Percussion https://www.twinkl.co.uk/resource/t-t-2545943-body-percussion-powerpoint	Body Percussion https://www.twinkl.co.uk/resource/t-t-2545943-body-percussion-powerpoint	
PE		Exploring the environment and working on key skills in PE games.							
Forest School		Continue to develop routine, rules, boundaries, means of communication, emotional and physical boundaries, rules of play and relationships.							