Medium Term Planning – Fox Class – Autumn 2 2026

	Overview/ Topic	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	
Key events		02.11.26 Inset 02.11.26 and 03.11.26	09.11.26	16.11.26	23.11.26	30.11.26	07.12.26	14.12.26	
Maths		**In order to meet the specific needs of each individual within our life skills provision, Maths will be taught based on each child's Maths targets & EHCP Cognition and Learning targets. Through this we will focus on achieving the most important next steps. They will include matching numerals to quantities (understanding the cardinal principle), making 1-1 correspondence when counting, making patterns using shapes and continuing a linear pattern, recognising that the last number counted is the total amount, daily number formation and counting out a smaller number from a larger set.**							
Maths		Mathematical focus – matching, comparing and sorting (Thursday) Number focus – One, more, same (Monday, Tuesday, Wednesday) Life skills focus – Number café (Friday)							
English	Recounts (recounting trips and experiences) **Grammar focus** Verbs – what doing Nouns – where Time – When	Re-immerse into story: Story props, communication board to recap what they remember about the story.	To be able to answer simple "Who", "what" "What doing", "where" questions using colourful semantics.	Revise story map from last term. Change one element of story map (who) (what) e.g. Miss Dodds went to the market. "I bought sweets".	Build story with colourful semantics with changed element of story.	Build story with colourful semantics with changed element of story.	Christmas theme colourful semantic activities.	Christmas theme colourful semantic activities, mark making and play.	
Phonics	**Sounds Write Unit 1, 2, 3 & 8**	Monday – Word building Tuesday – symbol search Wednesday – sound practice and consolidation Thursday – sound swap							

		Friday – HF words						
Science	**Magnetism and forces**	INSET	Explore magnets -Magnetic letters (link to phonics or maths) Magnets	Push and pull toys (Train track, cars etc)	Identify objects made from metals and their properties Identify objects made from metals and their properties	Identify objects made from metals and their properties from objects that are not made from metals, E.g. plastic, wood, rubber		
RSHE	**Lower Primary YR 2:** **Sense of Self & Emotions**	**Managing Self** How can we understand our feelings and help ourselves when we have big emotions?	**Self-Regulation** How can we recognise our feelings and manage them in positive ways?	**Self-Regulation** How can we recognise our feelings and manage them in positive ways?	**Managing Self** How can we make choices, communicate our needs and become more independent?	**Managing Self** How can we make choices, communicate our needs and become more independent?	**Building Relationship** How can we understand others' feelings and build positive relationships?	**Building Relationship** How can we understand others' feelings and build positive relationships?
	Middle Primary Yr 3 & 4. General Wellbeing **(including online and bereavement)**	I can explore body sensations and how they are linked to my emotions.	I can explore what makes my body and mind feel different.	I can explore what general wellbeing is.	I can explore positive wellbeing is and how can I promote it. (5 ways to wellbeing)	I can explore what negative wellbeing is and what can cause it.	I can explore when I might need help with my mental wellbeing and where I can get it.	I can explore when I might need help with my mental wellbeing and where I can get it.
	Upper Primary Yr 5 & 6 General Wellbeing and people online	I can explain body sensations and how they are linked to my emotions.	I can describe some events or experiences that change how my mind and body feel.	I can explain what mental wellbeing is.	I can explain what positive wellbeing is and how I can achieve it. (5 ways to wellbeing)	I can explain what negative wellbeing is and how I can improve it.	I can explain why sleep is important and what the impact is of poor sleep.	I can explain when I might need help with my mental wellbeing and where I can get it.

Humanities	Farms and Harvest **Trips/Offsite.**	INSET:	**Farm to fork** Life skills link: identifying foods grown locally, understanding how to prepare them for cooking and eating. Preparing foods – Apples Shopping > washing > cutting > eating.	**Farm to fork** Life skills link: identifying foods grown locally, understanding how to prepare them for cooking and eating. Preparing foods – Carrot batons / cucumber Shopping > washing > peeling (dynamic risk assessment)? > cutting > eating. **Trip: Red Barn Farm shop Group B**	**Farm to fork** Life skills link: identifying foods grown locally, understanding how to prepare them for cooking and eating. Preparing foods Cheese sandwich / Linking to milk and cows Shopping > cutting > spreading > preparing > eating. **Trip: Red Barn Farm shop Group A**	**Livestock farming:** Explore the farm sensory tray, e.g. shredded paper to find toy animals. Encourage children to find and touch the animals. Make animal noises together. Model words such as soft, scratchy, cow, sheep and pig.	**Livestock farming:** Muddy pigs Children explore the wet and dry textures. Make pigs roll or splash in the mud. Wash the pigs in a separate bowl of water. Encourage children to scoop, pour and squeeze sponges.	Christmas farm activities: Fresh Christmas herbs: mint and rosemary to explore, smell, taste > cutting. Delivering Christmas trees on the tractor (small world).	
RE	**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.**								

	RE assembly bucket Themes	Seasons/Halloween	Armistice day	Winter	Hannukah	Patience/Advent	Symbols of Christmas	Symbols of Christmas	
	Art is taught through weekly inclusive, sensory rich experiences embedded within focus topics. Students are learning to make meaningful connections between their artwork and real-life skills, such as emotional expression, fine motor development, routines, working collaboratively and real-life opportunities. They will have an opportunity to use a focused media in line with the school's long-term plan, such as collage, paint, pencils and charcoals and more, whilst incorporating a multi-media approach to suit the needs of the individual learners.								
Art	**Focus: 3D Form**	Seasons tree canvas	Poppy collage	Winter scene	Tea light holder	Tea light holder	Christmas decorations	Christmas decorations	
PE	**Mr Laver** **Monday AM** **Thursday PM**	Jumping, Landing and Footwork Using apparatus	Jumping, Landing and Footwork Using apparatus	Jumping, Landing and Footwork Using apparatus	Jumping, Landing and Footwork Using apparatus	Jumping, Landing and Footwork Using apparatus	Jumping, Landing and Footwork Using apparatus	Jumping, Landing and Footwork Using apparatus	
Life Skills Trips out	**Shopping**	NONE – INSET DAY	Super Market - Link to Maths Cafe / English story / Humanities	Red Barn farm shop OR Super Market (ASDA) - Link to Maths Cafe / English story / Humanities	Red Barn farm shop OR Super Market (ASDA) - Link to Maths Cafe / English story / Humanities	Red Barn farm shop OR Super Market (ASDA) - Link to Maths Cafe / English story / Humanities	Red Barn farm shop OR Super Market (ASDA) - Link to Maths Cafe / English story / Humanities	Red Barn farm shop OR Super Market (ASDA) - Link to Maths Cafe / English story / Humanities	
Forest School	Wednesday PM **Mrs Drewitt**	**Continue to develop routine, rules, boundaries, means of communication, emotional and physical boundaries, rules of play and relationships.**							